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*Report*  
**OF THE GOVERNOR'S  
ADVISORY COMMITTEE**  
*For the*  
**KENTUCKY SCHOOL  
FOR THE BLIND**

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REPORT OF THE GOVERNOR'S ADVISORY COMMITTEE

for the

KENTUCKY SCHOOL FOR THE BLIND

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submitted in accordance with Executive Order dated 28 October 1961

Henry Carter Secretary of State

Bert T. Combs, Governor

MEMBERS OF THE COMMITTEE

James L. Patton, Assistant Superintendent  
Department of Public Instruction  
Frankfort

James Carl Dotson  
School for the Blind PTA  
Louisville

L. P. Howser, Superintendent  
School for the Blind  
Louisville

W. S. Milburn, Chairman  
Board of Alderman  
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Robert Straus, Head  
Department of Behavioral Science  
Univ. of Kentucky Medical School

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Interested Citizen  
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Roderick Macdonald, Head  
Department of Ophthalmology  
Univ. of Louisville Medical School

Charles P. Graves, Head  
Department of Architecture  
University of Kentucky  
Chairman of the Committee

report prepared by

John W. Hill  
Associate Professor  
Department of Architecture  
University of Kentucky  
Lexington

1 September 1961



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EXECUTIVE ORDER

October 28, 1960

Secretary of State  
Frankfort  
Kentucky

WHEREAS present facilities of the School for the Blind are inadequate for instruction of the blind children of the Commonwealth; and

WHEREAS estimates have been made as to the cost of new facilities and of renovation of the existing buildings; and

WHEREAS no agreement has been reached as to whether the construction of new facilities or the renovation of existing facilities would best provide for the instructional needs of blind children;

NOW, THEREFORE, I am pleased to appoint the following-named persons to serve as an Advisory Committee for the School for the Blind. This committee is requested to make recommendations to the Governor and the Department of Finance concerning the providing of adequate instructional facilities for the School for the Blind.

Charles Graves, Head  
College of Architecture  
University of Kentucky  
Lexington, Kentucky

James L. Patton  
Assistant Superintendent of Public Instruction  
Frankfort, Kentucky

L. P. Howser, Superintendent  
School for the Blind  
Louisville, Kentucky

Dr. Robert Straus, Professor  
University of Kentucky Medical School  
Lexington, Kentucky

Dr. Roderick Macdonald, Assistant Professor  
University of Louisville Medical School  
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Mr. James Carl Dotson  
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Mr. W. S. Milburn  
Chairman of the Board of Aldermen  
Louisville, Kentucky

Mrs. Donald R. Heun  
Interested Citizen  
504 Club  
Louisville, Kentucky

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BERT T. COMBS, GOVERNOR

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HENRY CARTER, SECRETARY OF STATE



## RECOMMENDATIONS TO THE GOVERNOR

At its meeting in Lexington on 22 September 1961 the Governor's Committee for the Kentucky School for the Blind adopted the following recommendations to be forwarded with this report to the Governor of the Commonwealth, the Honorable Bert T. Combs:

From December 7, 1960 until the present date this Committee was engaged in a study of the Kentucky School for the Blind, and the general condition of education for blind children in the United States, in order to make a determination as to whether new facilities or renovation of an existing building designed in 1858 by Francis Costigan would best serve the needs of the blind children of this Commonwealth for new classroom space so urgently needed by the School for the Blind.

In resolving the question of facilities, the Committee undertook a broad study of education for the blind, and attempted to place the issue before it in perspective by projecting an image of the future of education for the visually handicapped in our nation.

At an appropriate time in its proceedings, it considered possible retention of the Costigan building, now used for classrooms and administrative functions, for other uses when new facilities are completed. Since its findings did not indicate that the School could use the building, such use would require operation and maintenance of the building by another group. Out of respect for the significance and long tenure of this building, the Committee was not unalterably opposed to such other occupancy, provided the School's building program and educational program were not impeded.

It is, however, the earnest opinion of this Committee that the composition of other buildings on the site and relationship of the site itself to transportation facilities on Frankfort Avenue and to the adjacent site of the American Printing House for the Blind lead one to the inescapable conclusion that the Costigan building occupies the most desirable position on the School campus for a classroom-administration building and must inevitably be razed.

In the light of findings outlined in this report, the Committee respectfully tenders the following recommendations to the Governor:



1. That renovation of the Costigan building for future use as a classroom building is not feasible.
2. That current funds be utilized to construct such new classrooms and other spaces as shall be determined most urgently required by the School, such determination to assume present or future demolition of the Costigan building, whichever is most feasible.
3. That a master plan be developed for the building needs of the School, and that from such a plan a staged construction program for the School be developed.
4. That adequate additional funds be made available by the next General Assembly to provide for those building needs which cannot be included in the first stage construction because of budget limitations and to meet future needs determined by the Master Plan Study.
5. That a committee be appointed to coordinate a long range study of state-supported programs for the blind in Kentucky: the committee to invite the American Foundation for the Blind to perform such a study under its program of providing such services at nominal cost.

The objective of the study would be to establish long range objectives and plans for the updating and integration of services for the blind in Kentucky.

It is further suggested that such a study might be concurrent with and related to studies of other state programs for exceptional children.

The following recommendations, each of which is located in the body of the report at the end of the section to which it refers, are recapitulated here for convenience of the reader:

#### OBJECTIVES OF THE SCHOOL

1. That the school staff undertake a study of admission policies to eliminate the confusion surrounding the admission of retarded or disturbed children to the school.





2. That a qualified individual be added to the staff to work with pupils, their families and to assist in the effort to find children who should be in the school and get them enrolled, and to assist the Superintendent of the school in making admissions policies and determinations.

#### ENROLLMENT

1. That the State Department of Education study means to establish a more inclusive census of blind children in the State, along with other exceptional children, particularly in pre-school years, to aid in programming the future needs of the School.
2. That the State Department of Education, together with the Legislative Research Commission, consider methods and possible legislation to insure that the educational needs of every blind child will be met.

#### ADMINISTRATION & ORGANIZATION

1. That a committee be appointed to make a study of programs for the blind in Kentucky, utilizing the services of the American Foundation for the Blind; and/or other appropriate groups.

#### PERSONNEL

1. That personnel of the School for the Blind meet existing certification preparation requirements for teachers of the blind in Kentucky. In order to achieve this, it is recommended that the State Department of Education and the State Department of Personnel recommend a competitive salary schedule with sufficient steps to provide for the varying levels of qualifications, and different types of appointments.
2. That the State Department of Education counsel the School for the Blind in designing a program for in-service training of present and future faculty.

#### BUDGET

1. That the State Department of Education and the Department of Finance in their study of salary schedules for the Kentucky School for the Blind, recommend new salary schedules on a merit basis as necessary to get and keep new staff members qualified to teach the blind, and to encourage the existing staff to get more in-service training and post-graduate training in this highly challenging teaching speciality.



2. That consideration be given to the establishment of short programs for teachers of the blind, in cooperation with appropriate universities and colleges.
3. That the budget of the School for the Blind be augmented to provide more adequate support for the instructional program.

#### PUPIL SERVICES

1. That the position of a guidance counsellor be established with sole responsibility for developing and carrying out a guidance program for the School.

#### PROGRAM

1. That the flexible policy concerning sending students out to complete high school in a nearby or hometown public school should be maintained, the judgment being made on the merits of each case, and the emphasis being on working for a more widespread competence in public schools to undertake the education of the blind student.
2. That the industrial arts and physical education programs be more fully developed as a media for teaching about the world of space and things, as part of the resource program for mobility and orientation training.
3. That a staff study be made of the vocational program, with a view to finding contemporary, sought-after, vocational skills which are in harmony with the limitations and strengths of the visually handicapped; to inaugurate such programs and to eliminate anachronisms like caning and broom making insofar as possible.
4. That first steps be taken by the Department of Education in cooperation with the Kentucky School for the Blind to develop resources for teaching blind students in regular public schools, through the promotion of institutes, and regional workshops, and that a program for disseminating information concerning the school be developed and carried out by employees of the Department of Education and the school faculty.
5. That the use of itinerant, expert teachers in the area of education for the blind be investigated as one means for creating an increased awareness of the problems and importance of education for the blind, and, indeed, for other exceptional children; such teachers might be brought in as visiting lecturers for a specific period of time to visit local public schools for one or two day workshops.



The following report is respectfully submitted in substantiation of these recommendations.

THE GOVERNOR'S COMMITTEE FOR THE SCHOOL FOR THE BLIND

Charles P. Graves  
Roderick Macdonald  
Robert Straus  
James C. Dotson  
W. S. Milburn  
Mrs. Donald R. Heun  
L. P. Howser  
James L. Patton





## FOREWORD

Although the Governor's charge to the Advisory Committee was to "make recommendations....concerning the providing of adequate instructional facilities for the School for the Blind" it became apparent early in the study that no quick resolution of the problem of whether to retain or raze the existing Administration-Classroom building would be possible without a much broader look at the whole problem of educating blind children for life in a seeing world. Few of the Committee members were themselves expert in this highly specialized field, nor could they become so in the time allotted for the study. However, even a cursory examination revealed certain trends in education for the blind which cast doubt upon the exact role the School might play in years to come. No highly viable, progressive profession would be without such current self-examination; if it were it would cast doubt on its perceptions or its integrity. That education for the blind and in fact the whole question of the treatment and education of exceptional children is in such a period of reexamination and reappraisal is an index of its viability and strength.

No projection of building needs of the School would be realistic without considering these trends and ideas. A building built inflexibly to the demands of the program of 1961 might be obsolete in fifteen or twenty years, forcing the School into the same situation which now encumbers it: making do in





a building which militates against the success of the program being attempted by the staff.

On the other hand, adopting as models certain goals and aspirations perceived as national trends would fail to recognize the specific problems Kentucky must resolve in order for its program to be successful.

This report, then, is the result of a principally lay study of the best of current thinking in the field of education for blind children, with conclusions always drawn in the context of problems peculiar to Kentucky.

Although no one on the Committee would concur with all of the comments and conclusions exactly as found in the report, it is felt that the report does represent a consensus of the committee.

The first part of the report deals with the School's past and present services, and the handicaps and opportunities it now faces for continuing its services to the community. In the section entitled "Existing Conditions" immediate problems are outlined, together with recommendations for action which might alleviate them. The second and concluding portions of the report represent the reflections of the Committee on the future role the school might plan, and the influence this role must have on the design of new facilities.

The Committee first met December 7, 1960, at the School for the Blind. At that meeting, the broad scope of the study



was determined, and a pattern for the future work of the group adopted. The need for observation of other schools was established, and it was decided to bring in outside consultants to advise the group as necessary.

Additional meetings of the Committee were held 21 February 1961, 14 April 1961 and 22 September 1961. During the intervening periods informal meetings were intermittently held to plan the work of the larger body.

On April 18 Committee Members Graves, Mrs. Heun and Dr. Macdonald, along with Doris Perry, Acting Director of the Department of Special Education; David Pritchett, Chief Engineer, Department of Finance; and Graham Rapp, Architect, of Arrasmith and Tyler, made a trip to St. Louis to study the new facilities of the Missouri School for the Blind. On April 20, Mr. Howser, Mr. Dotson, Dr. Straus and Mr. Patton of the Committee and Mr. Keith Ashby, Architect, of the Department of Finance, Planning and Programming Section, and Mr. William C. Tyler, Jr. of Arrasmith and Tyler, Architects, travelled to the Ohio School for the Blind in Columbus. Summaries of comments concerning these trips are included in Appendix II.

On 14 April 1961, Dr. Everett E. Wilcox, Program Specialist in Education of the American Foundation for the Blind, Inc., of New York City discussed trends in the education of blind children with the Committee at its meeting at the School for the Blind. These observations are reflected in the section



of the report entitled "The Future". On August 24, Dr. Wilcox returned to Kentucky to review this report. His counsel has been greatly appreciated by the Committee and the Writer.

Mr. David Pritchett, Chief Engineer, Department of Finance, advised the Committee during its organizational phase and contributed to its study by making the resources of his staff available. Mr. Keith Ashby, Architect and Head of Programming and Planning Section of the Department of Finance, lent active support to the effort by his intelligent and sensitive observations concerning the Ohio School for the Blind, and also by providing background information vital to the report.

Colonel George Chinn, Director of the Kentucky Historical Society, searched out and provided the documents from which the history of the school was written.

The survey of the prevalence of blindness included as Appendix IV drew upon the assistance and support of several people outside the Committee: Mr. Wendell P. Butler, Superintendent of Public Instruction, who lent the administrative machinery of his office to the census effort; Mrs. Marilyn Lose of the Department of Behavioral Science of the University of Kentucky Medical School who aided in the interpretation and organization of the data; and particularly Miss Doris A. Perry, who prepared much of the Total School Evaluation Report which is included in this Report as Appendix I.

Finally, the Committee and this writer extend our





grateful appreciation to Josephine Emrath for her editorial help, constructive criticism and arduous labors in preparing this report for publication.

JOHN W. HILL  
September 1, 1961  
Lexington, Kentucky



## INTRODUCTION

The Commonwealth of Kentucky can take great pride in the fact that it was among the first of the several states to provide a program for educating the blind children of the state. The School was founded in 1842, and has been in continuous operation since that time.

The School for the Blind is one of many operations which can be viewed together as social services designed to fully exploit the potentialities of all citizens of the community, and to ultimately bring them into play in our society as self-sufficient, responsible citizens. To view it as a charitable function would deny its importance to the growth and strength of the state. The primary index of the strength and survival potential of any human society is the degree to which all elements of that society contribute to its success, and particularly in a democratic society it is the sine qua non that the potentialities of each citizen be realized. This rationale, reinforced by strong Judeo-Christian traditions concerning the obligation of the fortunate to help the less fortunate achieve a satisfying life is the foundation upon which the edifice of social service in the United States is erected.

The success or failure of any program undertaken to ameliorate or eliminate social problems can be measured by a simple yardstick: whether or not the human being it is addressed to eventually emerges from the program better able to function as a complete human being, independent and able to make



of his life what he will within the limits of his resources.

In some programs we are far from realizing this aim. In others, such as public education, we have been successful and are becoming interested in the education of all kinds of exceptional children once thought to be doomed to a lifetime of dependence. At best many of these exceptional children were trained in vocations adapted to their limited physical resources. This accelerated interest in the problem of exceptional children in general has precipitated a reappraisal of programs designed for specifically exceptional children, especially in regard to the question of vocational versus academic training in the early years.

From the earliest years of our Republic, schools such as that in Kentucky were established by educators who rebelled at the notion that blind children should be confined to charity and intellectual darkness. Most of these schools grew up relying on intramural stimulation for progress. At best, the states operating schools for blind children undertook their education within the fabric of its public educational effort making certain resources available to them that they would not have if treated as isolated functions of the state. These resources are usually limited to those provided for the sighted child, omitting many important specific social services which the blind child requires, and pacing the growth of the educational program for the blind children to the growth of the general public educational system in the state.



In recent years as professional study and understanding has become more searching and profound and lines of thought in the various disciplines have come closer together, it has become more and more apparent that no one profession can assume exclusive responsibility for a given human problem. Taking a living, human individual, it is obvious that the multi-dimensional aspects of his personality can not be summed up by the simple statement: "He is blind." Nor can one well-articulated simple philosophy of education be found to guarantee him a happy productive life. As with a sighted child, he must be seen in the round, a complete human being with many other hereditary and environmental legacies which augur well or badly for his future as a citizen, who by the vicissitudes of fortune was born with a visual handicap.

Realizing this the School for the Blind has in the past and in the present continues to attempt to do more than educate the child to think, or merely prepare the child to be an economically self-sufficient adult, important and elusive as those goals are. With the blind child, who in many cases has not had the opportunities in his pre-school years normal to the sighted child to develop poise, confidence and self-knowledge, it is particularly important that the program offer him more than an academic program. With a limited staff and a limited budget and with the obvious limitation in program dictated by a limited enrollment the school is circumscribed in the breadth of program it can offer. Many compromises are necessary in order to pursue all





these goals. It would be a tragic mistake, however, to eliminate any of the major goals in the interest of concentration of effort. Those of us who find it easy to say that to give an academic education - in the limited sense - should be the only goal of the school are losing sight of the fact that here we are providing a total environment for a child in which he is expected to develop totally as a human being.

Because of the problem of providing the broad services and resources required to resolve such diverse problems within the framework of any one educational or social institution, it is necessary to consider the establishment of joint resources in a geographical area serving and accessible to more than one institution. For example, child-guidance workers, school social workers, psychiatric help, special vocational help, physical therapy, medical and dental help are all required by the School, but its limited quantitative demand and resources prohibit establishing them all in the framework of the School for the Blind organization. Although the discussion of establishing centralized services in communities in these areas soon gets beyond the immediate problem of the School for the Blind program, it is an adjunct to it and will be pursued further in the report.

A paradox in the educational program for blind children lies in the conflicting requirements of creating an environment in which the child can find security, social acceptance, specific recognition of his needs, and the unique training necessary to his development, and at the same time preparing



him for ultimate self-sufficiency in a sighted world: thus the doubt as to whether the child should be educated wholly in a residential school, partly in a residential school and partly in nearby ordinary public schools where they can be integrated to a degree with sighted children, or educated in the early years in a residential school and sent home to a local high school, which would be provided with special resources to make this possible. This debate does not occur so much between proponents of the general attitudes as it does in the mind of every educator concerned with blind children.

Because each child is different, it is important not to make hard and fast rules about whether the child should be retained in the sheltered environment of the School after preliminary training or whether he should be sent home to attend a regular school. It is also important to recognize that although a child may derive unquestioned benefits from early vocational training he has every right to carry forward an academic education program which will prepare him for college and ultimately professional life or membership in the community of business.

It is easy to see from even such a cursory survey of the problems facing the School that no simple answer is going to be found in this report which can form a full basis for its operation, its educational philosophy or its needs. All these questions are examined further, however, and it is hoped that the discussion will prove of value to those responsible for carrying the programs forward.



## EXISTING CONDITIONS

### HISTORY OF THE SCHOOL

The Kentucky Institution for the education of the blind was established with an appropriation of \$10,000 from the common school funds on February 9, 1842<sup>1</sup>. Its establishment was large due to the efforts of Mr. William Fontaine Bullock, who in 1841 had Dr. Samuel Gridley Howe, Director of Perkins Institute for the Blind in Boston, bring a group of blind students to Frankfort to demonstrate to the Legislature the potentialities of blind children trained and educated in a special program tailored to their needs. The demonstration was a success, and the Legislature voted the funds for the school almost by acclamation.

According to several authorities, the school was among the first six established in the United States.

In 1842 the school opened with five pupils and Mr. Bryce Patten as Superintendent in rented quarters at 7th and Chestnut, Louisville, moving two years later into larger quarters on Broadway between First and Second Streets. On September 29, 1851, these quarters burned with the destruction of most of the school's books and equipment, but without human casualty. For the next several years facilities for the school were provided by the University of Louisville.

On January 7, 1852, the General Assembly appropriated \$10,000 to "aid in the rebuilding the Kentucky Institution for  
1 - Annals of Kentucky, 1842





the Blind,"<sup>1</sup> and in 1853 the Kentucky Building Committee commissioned Francis Costigan, architect of the recently completed Indiana School for the Blind, to design a permanent building for the school. The site selected was situated on the highest eminence in Louisville, at what is now 1867 Frankfort Avenue, comprising 25 acres of heavily wooded land, about half falling off into a steep ravine at the rear of the property.

Costigan presented drawings to the Committee for a Greek Revival building, five stories high, surmounted by three domes crowned with lanterns. The designs were accepted and in 1853 the School for the Blind occupied the new building.

In 1858 the charter for the American Printing House for the Blind was issued, and in 1860 funds were appropriated to assist trustees of that organization in acquiring a press and other equipment needed to begin operations. Temporary quarters were provided in the School for the Blind building. From the beginning the Press was envisioned as serving the blind of America through printing textbooks and classic works of literature in raised letters to be distributed at nominal prices, and donations and appropriations were solicited from neighboring states beginning in 1860. In 1866, the institution was formally established as a function sponsored by the Commonwealth of Kentucky, separate from the School for the Blind, and with certain mechanisms involving the assurance of interest in the Press among educators for the blind in other states written into the legislation.

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1 - Annals of Kentucky, 1842



In 1868, the Congress of the United States recognized the importance and national service of the American Printing House for the Blind and through legislation made it possible for the Press to receive appropriations from the federal government, and in 1879 passed legislation to provide free texts and other tangible equipment to all blind children in residential schools, and later for those in public schools.

After 1878 the Press was completely independent from the School for the Blind, but the close physical proximity of the two institutions - they occupy adjacent sites - and their mutual interests have assured their continuing close association.

In 1934 the Costigan building was surveyed and photographed in the Historical American Building Survey program of the National Park Service.

Since that time the School has broadened its services qualitatively, although its enrollment seems to have stabilized at a figure varying from one to two hundred, and as the Costigan building became gradually obsolete through changing standards in education, fire codes, and health standards, new buildings were built on the site and portions of the old building abandoned.

By August of 1961, three floors of the Administration Building were in full or partial use and the upper two relegated to storage space or just standing empty.



## PRESENT SERVICES

The following is extracted from the leaflet given parents of prospective students at the School:

Capacity: 175  
Area Served: Kentucky  
Age Range: Six to Eighteen years  
Rate of Board of Tuition: None

Purpose of Agency: The Kentucky School for the Blind was founded in 1842 to educate blind and partially seeing children in Kentucky. It has been in continuous operation since that time and is the only such school in the state. A fully accredited school program from kindergarten through high school is offered under the supervision of the State Board of Education. School is in session for the required term of one hundred and eighty days from the middle of September to the first week of June.

Services to Children: This is a residential school for students who live outside Jefferson County offering board, room and medical care to the children during the school year. Students who live in Jefferson County are enrolled as day students. The children return to their homes during the summer and Christmas vacations. They may also go home at Easter and Thanksgiving as well as on week-ends, depending upon travel arrangements and distances.

The School Nurse makes regular visits throughout the State to help parents of pre-school blind children prepare the youngsters for school.

Eligibility Requirements: Any boy or girl whose parents or guardians are residents of the state and whose visual acuity is such that he is unable to attend regular classes in public school is eligible for enrollment. The child must be able to dress himself and attend to his personal and toilet needs. Beginning students are also given psychological tests to determine whether or not they are capable of receiving a regular academic program. Severely mentally retarded children are not eligible for admission.

Location of Offices: The Kentucky School for the Blind is located at 1867 Frankfort Avenue, Louisville 6, Kentucky and requests for application blanks and information should be addressed to the Superintendent. There are no county offices.

Procedure for Referral: Referral of any partially blind youngster of school age should be made through the local health department or family physician. Children who are totally blind and not in need of an examination to determine eligibility may be referred directly to the school





by writing to the Superintendent.

Fees for Service: The school is a state agency operated under the State Department of Education, and board, room and tuition are free to all eligible residents of the State. Transportation and clothing must be furnished by the parents or by a local agency.

Agency Support: The School is supported by a direct appropriation of the General Assembly.





## OBJECTIVES OF THE SCHOOL

The conflicting demands of the problems outlined in the introduction of this report, reinforced by the limited facilities and resources of the school, have forced the staff and program into a "make-do" routine making it difficult to make long range plans. According to the Total School Evaluation Study (Appendix I):

The Visiting Committee expressed concern that the staff had not come to an agreement in formulating a basic statement of philosophy and objectives on which a united school program could be built.

Partly as a result of the limited resources and program of the school, there has been some continuing discussion among the school's staff of the objectives of the school - whether the program should be vocationally or academically oriented. There is basic agreement that the school is not primarily an institution of custodial care. However, little children living away from home require a great deal of "care" in the broadest sense, and the school must provide the best possible substitute for the care that parents would give the children at home.

The Total School Evaluation Committee states its position with regard to proper objectives of the school in terms of our areas for exploration by the school authorities:

- a. a balanced curriculum within existing resources
- b. the primary function of the school
- c. the need to be met and the pupils to be served
- d. the possible services of regular high schools, trade schools, and other agencies in "training for vocations."

and goes on to explain that it does not feel that the vocational vs. academic orientation is an either-or proposition,



but that a full curriculum study should be made by the staff to find ways of providing each child with the kind of training he needs.

Although any statement of objectives must come from a joint faculty study in order for it to have meaning for the school as a whole, it might be of interest to quote from A Philosophy Concerning the Teacher of Blind Children, published by the American Foundation for the Blind, which succinctly states both the obligations and difficulties of providing an adequate education for a visually handicapped child:

(The American Foundation for the Blind) holds that the education of the young blind of any state in this country should reflect the same quality of education as that state grants to its sighted pupils. It believes that if those in charge of education for any state deem certain enrichments of the basic curriculum essential for its sighted pupils, such or equivalent enrichments are even more essential for its blind pupils.

It goes further. It believes that each state has an obligation to provide enrichment of the curriculum for blind pupils in excess of that enrichment provided for its sighted pupils. For example: blind children are deprived of visual observation in their learning process, especially as this relates to physical bearing and social poise. The Foundation holds that education of blind children must include individual instruction in these phases of training in order that each blind child may learn how to achieve his own personal potential as an acceptable member of society, which sets the standards in living and working together.

It goes on to say:

The Foundation believes that a fundamental objective in the education of any handicapped child - regardless of the nature of his handicap - is ultimate integration in a society whose standards are set up by and for so-called "normal" individuals. Specifically, with the blind child the ultimate objective is to achieve integration with sighted friends and relatives. To function efficiently in this society, a young blind person must learn to become an adequate person, physically and emotionally, and to develop those factors within himself that will make this integration an interesting, helpful experience to both





the sighted and blind person. It does not seem fair, then, to complicate the emotional and educational growth of a blind child by placing him in a special class with children handicapped in other ways. Through this practice, administrators contribute to an added strain on the part of the blind child, as he associates with these children at a disadvantage, and at the same time is deprived of the total growth and development which result from integration with "normal" children.

The discussion of objectives has no meaning apart from the question of program, and inevitably, admissions policies. At the present time the school accepts all children who cannot be taught in a public school program in their home communities because of visual handicap, providing they are classified as "educable". The word "educable" has been stretched in many cases, and the policy has often meant that many children have been enrolled who would be in special programs in regular schools if they were sighted. They are classified by their most obvious handicap - limited vision - and are lumped together in the School for amelioration of that problem. The School must face, then, the necessity of dealing with a great variety of emotionally, mentally, or physically handicapped children, disregarding blindness, who would in a regular school most likely be referred to psychiatric guidance, or remedial work in other agencies.

Authorities have felt in such cases that limited vision was the primary problem, and the school thus the logical referral agency. This desire to help all blind children in the School for the Blind has sometimes come close to compromising the program for the "normal" blind. Without suggesting that some be turned away, it is obvious that many resources





must be provided in the school, and in the community, to help alleviate this problem. For example, the question of policy concerning the admission of "trainable" children (those with severe mental handicaps) is difficult to resolve. In the past most trainable children have been admitted partly because other state institutions are not equipped to deal with their blindness and do not want them. This problem should be carefully studied in terms of the long range program for the school, and some effort be made to articulate a broad policy to establish admissions criteria in this area.

Many anxieties may be generated when a child is taken away from his home and institutionalized, no matter how unquestionably good the reasons for doing so. The school has no school social worker, and resolution of these fears, conflicts and anxieties must be pursued on a haphazard basis, using part-time psychological and psychiatric resources. This constitutes a serious limitation of the program.

A school social worker could help locate children in the state in their pre-school years, counsel parents and pre-school children through casework services, and work with the children in residence in the School to help ameliorate the difficult adjustment to institutional life. In addition, a school social worker on the staff would contribute to the public relations program. A primary duty of the social worker (or visiting teacher, if that title is preferred) might be to act as liaison between the school and other



agencies in the Louisville area, insuring full exploitation of available community resources by the School and parents of day students, and also between the school and other agencies in a child's home community, helping child and parents before and during attendance at the School for the Blind, and in bridging the gap between the sheltered life of the school and ultimate integration into the community.

#### RECOMMENDATIONS:

1. That the school staff undertake a study of admission policies to eliminate the confusion surrounding the admission of retarded or disturbed children to the school.
2. That a qualified individual be added to the staff to work with pupils, their families and to assist in the effort to find children who should be in the school and get them enrolled, and to assist the Superintendent of the school in making admissions policies and determinations.



## ENROLLMENT

The enrollment of the school in December 1960 was 143 of whom 60% were boys. The number of Braille students constituted 70% of this total, the rest having vision adequate to read 18 point, or "sight saving" print.

In the absence of a systematic method in the state for discovering and referring blind children, and voluntary attendance at the school, the committee undertook to project from known and discoverable information the number of children in the state who would qualify for admission to the school.

From the report of the Subcommittee Assigned to Survey the Prevalence and Distribution of Blind Children in Kentucky (Appendix IV) by James L. Patton, Robert Strau and Miss Doris Perry:

A questionnaire was designed for circulation to the school superintendents of all 211 school districts in Kentucky. This questionnaire was distributed on January 16, 1961, with a letter from Superintendent of Public Instruction, Wendell P. Butler, stressing the importance of this survey and asking each superintendent to provide accurate information. Also accompanying the questionnaire was a memorandum of instructions in which respondents were asked to include all blind or partially seeing children according to the following criteria:

"Those children between the ages of 3 and 18 years whose visual problem is so severe that the child must pursue his education through the use of Braille, audio aids and special equipment, or if his vision is such that it is not safe for him to be educated in the regular class or in a class for the partially seeing."

A full recapitulation of the subcommittee's experience





in this survey, with the generally disappointing response of the school superintendents, will be found in Appendix IV. It is sufficient here to summarize their findings.

The school superintendents reported 283 different children as fitting the survey's definition. It is significant that these children were not enrolled in the school, although only Louisville, Owensboro and Covington have sight saving classes for children able to read large print books.

One superintendent reported no children with visual handicaps, even though the School for the Blind had been in contact with parents of a young blind child in that district. Lest this be construed as indicating ineptness on the part of that official, it must be remembered that there is no school social worker or visiting teacher program in many school districts in Kentucky and that children are exempted from the compulsory attendance law if they cannot attend a school in their home districts. Obviously discovery of blind children by school officials in such circumstances will be haphazard.

Of the 211 districts surveyed, 36 did not reply, 92 reported that they had no blind or partially blind children and 83 reported one or more blind children. In order to project these data to indicate the actual prevalence of blindness in the state, the subcommittee used a formula developed for the Southern Regional Education Board by L. M. Dunn, W. C. Greer and W. L. Godwin in 1955 and arrived at an





estimate of 245 totally blind children in the state and 1,479 partially seeing children.

Since this formula includes children whose visual acuity was better than that established by the survey's definition, the expectation for Kentucky would be smaller than the above figures. Applying the percentage of blind children to the total school census of districts reporting no blind children or not reporting at all, a Kentucky expectation of 503 children was established. This figure fell within the expectations of the SREB formula.

In spite of the limitations of the survey, it can be assumed that there are between 400 and 600 children in the Commonwealth who are potential students of the School for the Blind.

This reservoir of unmet need suggests that more children may be expected to attend the school as a result of improved facilities, program, and referral system. A systematic method should be established to find and refer the children who should be enrolled in the school.

#### RECOMMENDATIONS:

1. That the State Department of Education study means to establish a more inclusive census of blind children in the State, along with other exceptional children, particularly in pre-school years, to aid in programming the future needs of the School.
2. That the State Department of Education, together with the Legislative Research Commission, consider methods



and possible legislation to insure that the educational needs of every blind child will be met.



## ADMINISTRATION AND ORGANIZATION

From the report of the Total School Evaluation Committee:

It was quite obvious to the committees dealing with organization and administration of the Kentucky School for the Blind that the total staff is dedicated individually to providing the best possible program for blind students. It was definitely felt, however, that much talent and energy is wasted due to the absence of clear-cut philosophy, objectives, administrative and personnel policies, coordinations of activities and channels of communication.

Some of these criticisms will be obviated by the recent appointment of a principal for the School.

Specific recommendations concerning the personnel policies are noted in the following subsection of the report.

Other shortcomings may be partly due to the need of the school for more counseling in its programming and policy making. The American Foundation for the Blind, in its testimony before the Subcommittee on Special Education of the Committee on Education and Labor, U. S. House of Representatives, said:

There is need for state departments of education responsible for the rapidly increasing numbers of blind children to have adequate staff and budget which can be specifically devoted to the larger number of new programs for visually handicapped children. Some states have added positions such as consultants to the area of the visually handicapped. The local administrators are calling for help, and the state directors of special education, consultants, or supervisors, are unable to take care of so many specific requests while devoting so much time and energy to the development of services for much larger numbers of children with all other types of handicaps.<sup>1</sup>

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1 - Services for Blind Persons in the United States, American Foundation for the Blind, 1960.





The State Department of Education is responsible for the School for the Blind, and through its resources in the past has contributed much to its program development. It has the responsibility for projecting the future needs of the educational program of the school. With a wide variety of programs to consider the specific programming help that can be given the school is limited.

The Division of Special Education does not have a consultant on educational programs for the visually handicapped at this time, although such a person is needed. The School is limited to the problem of educating blind children, but cannot plan intelligently for the future without a study being made of the larger needs of visually handicapped citizens.

This common dilemma has prompted the American Foundation for the Blind to inaugurate a program under which it studies, upon invitation from state authorities, the state supported services for the blind of the given state, with a view to making recommendations geared to reducing duplication of services, confusion in planning, and lost time. Such a study is usually supervised by local authorities, and is directed toward future planning rather than the resolution of immediate problems. The potential for establishing a sound foundation for long range planning for the School for the Blind, at little cost to the state, makes such a study extremely attractive from the point of view of the state.



RECOMMENDATIONS:

1. That a committee be appointed to make a study of programs for the blind in Kentucky, utilizing the services of the American Foundation for the Blind; and/or other appropriate groups.



## PERSONNEL

The School for the Blind employs nineteen full-time teachers, a principal and a superintendent. The ratio of students to teachers in 1961 was about 7-8 to 1, meeting the standard recommended by the American Foundation for the Blind. With the exception of courses unique to the school, such as mobility and orientation, and perhaps piano tuning, the course work is similar, if somewhat narrower, than that taught in most public schools.

Nine of the staff have A.B. or B.S. degrees, five hold an M.A. and five others, high school degrees or lower. Salaries range from \$395 per month to \$643 per month, a range lower than that in the Louisville Public Schools for comparable positions and experience. Average age in the instructional staff is 41.

Although most of the faculty have provisional or standard certificates, like those required for teaching ordinary classes in the "normal" public school, only five are certified in one of the several certification ratings established by the American Association for Instructors for the Blind. According to the Total School Evaluation Report:

in terms of the standards required for public school teachers of special classes for blind or partially sighted children, the teachers would not qualify.

That report goes on to say that most of the staff claims adequacy in this highly specialized field because of long years of experience and their own personal efforts to become



competent in the position.

The superintendent reports difficulty in competing with the local public school system for teachers, and even greater difficulty in recruiting teachers with special preparation for teaching blind or partially sighted children.

Again quoting from the Total School Evaluation Committee's Report:

The Committee learned that new teachers are referred to one of the more experienced members of the staff for this process with the persons involved, it appears that, in essence, this is all the orientation that a new person receives. The Committee raises the question: Is a regular public school teacher prepared to teach in this special education area simply by adding a knowledge of Braille to his previous preparation?

Following the initial orientation of a non-specialized teacher working with blind children for the first time, it seems that no further formal in-service training program is followed.

#### RECOMMENDATIONS:

1. That personnel of the School for the Blind meet existing certification preparation requirements for teachers of the blind in Kentucky. In order to achieve this it is recommended that the State Department of Education and the State Department of Personnel recommend a competitive schedule with sufficient steps to provide for the varying levels of qualifications, and different types of appointments.
2. That the State Department of Education counsel the School for the Blind in designing a program for in-service training of present and future faculty.





## BUDGET

The other sections of this report constitute a much better guide to the budgetary requirements, or adequacy of past state economic support, for the School for the Blind than the explicit detail set forth in the following discussion. The comparative survey of state support for residential schools for the blind presented can be a helpful index of the relative position of the educational program for the blind in Kentucky, but it cannot be expected to serve as a guide for the economic support the Commonwealth should give the program of the School for the Blind to make it really adequate. Since each state differs in available resources, specific enthusiasms in social programs, distance travelled toward really adequate educational programs (no state can consider itself having arrived at a position of adequacy in all programs), and in personnel resources, this study is intended only as a guide: a kind of illumination as to the relative status of education for the blind in Kentucky.

The adequacy of the Commonwealth's appropriation to the School for the Blind must be measured against an evaluation of the program of the school, rather than against the relative position of the state with regard to other states supporting residential schools for the blind. Most state programs for education for the blind are regarded by authorities as inadequately supported.



In 1958, Marion P. Shelley<sup>1</sup> divided areas of economic support in a school for the blind into twenty-five specific budget items (average annual salary for administrative officers, per capita expenditure for domiciliary, per capita expenditure for maintenance, etc.) and polled a jury of five outstanding administrative chiefs of schools for the blind from other parts of the nation for their opinions as to an adequate support in these areas; he then compared these estimates with the average budget for these items in the thirteen southern schools. Conceding that this is a somewhat imprecise method for establishing "adequacy" of budget it is perhaps the best generalization that can be found and serves, again, as a mirror of the frustration of administrators trying to run really adequate, forward-looking programs in residential schools for the blind. All of this is merely by way of summarizing the conclusions of this survey: Shelley found that the variance between adequate figure for a budget item and the average figure for the thirteen southern states ranged up to 100%, there being NO case where an average figure exceeded, or even reached, the figure cited by the five-man jury of experts as adequate. This would not be true of similar figures for public schools, the key word being adequate. It is also significant that in many cases individual schools reported figures in excess of the adequate figures of the jury. For

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1 - Marian P. Shelley, Financing Schools for the Deaf and Blind in Thirteen Southern States, a thesis submitted to the Graduate Council of the University of Tennessee in partial fulfillment of the requirements for the degree of Doctor of Education, 1958.



example, three schools reported paying salaries in excess of the \$8000 per year cited as adequate for a superintendent in comparison with \$6619 average reported: The Florida School paid \$12,000, the Virginia White School paid \$9,000, and the Louisiana Deaf School paid \$8,792, all reported in 1956.

A study of budget support for the Kentucky School for the Blind is beyond the scope of the Advisory Committee, and the question will be left for others to study.

However, in one specific area of budgetary support, it is earnestly believe that more funds are needed. The need for in-service training for faculty has been previously cited, and it is obvious that to accomplish any program of that type money will be necessary. From the American Foundation for the Blind:

There is need for funds to be made available in the various states to hold conferences and institutes for the orientation of regular teachers and administrators who are developing programs in the education of blind children. Some of the colleges and universities and state departments of education have found it good practice to provide information necessary and helpful to general educators who do not need to know all the specialized knowledge in the education of the blind, but who must have sufficient information to work with the specialists to judge the problems and the needed refinements in programs which provide for the education of blind with sighted children. The Foundation has provided some funds for this purpose particularly when it was known that this conference would cover a region and would, therefore, help many school systems.

In addition, the Foundation provided tuition scholarships to regular teachers or specifically unqualified teachers in schools for the blind to summer courses devoted to the study in teaching of the blind.







Obviously, both conferences held for the illumination of regular teachers who sooner or later are going to be confronted with the problem of advising or teaching blind children (see this report, "The Future") and summer programs made available for teachers at the Kentucky School for the Blind are going to raise the standards of the school, the interest and competence of the teachers, and the interest of the public and the educational community.

In addition, it might be well to provide grants for post-graduate study at a University or other institution providing course work in the special area of teaching the visually handicapped on a contractual basis, much like the National Institute of Mental Health grants to psychiatric social work students who agree to teach for so many years in a mental hospital, guidance center etc., or the Southern Fellowship grants given teachers returning for advanced degrees who agree to teach in the south for so many years following completion of the program.

An adequate budget presupposes a complete and well planned program: perhaps no other single area for study is as crucial.

In studying the Comparison of Annual Per-Pupil Costs for Education of Blind Children in Residential Schools for the Blind and in Public Schools for the Seeing (Appendix V), it is to be borne in mind that Kentucky was among the first six states in the Union to provide any kind of educational



program for the visually handicapped, an admirable record considering that this program was well established before its centennial. In fact, before its centennial, its program in part (the printing house) was adopted for federal support because of its importance and eminence.

Another point to remember in reading these figures is that certain capital costs and labor costs of any school tend to be relatively constant regardless of the size of the school, which raises per student support figures for the smaller school and tends to lower it for the larger. These costs are those for services independent of school population to some degree, such as medical, dental, psychiatric and guidance services; capital costs related to them; the school cafeteria (it costs almost as much to build a kitchen for a school population of 100 as it does for a kitchen serving 200 or 300), and some labor costs related to food service ( a dietitian is required in any case) and to some degree administrative services.

The comparative study shows Kentucky 27th in a group of 42 states providing support for residential schools for the blind, based on appropriated dollars per-pupil enrolled.

#### RECOMMENDATIONS:

1. That the State Department of Education and the Department of Finance in their study of salary schedules for the Kentucky School for the Blind recommend new salary schedules on a merit basis as necessary to get and keep new staff members qualified to teach the blind, and to



encourage the existing staff to get more in-service training and post-graduate training in this highly challenging teaching speciality.

2. That consideration be given to the establishment of short programs for teachers of the blind in cooperation with appropriate universities and colleges.
3. That the budget of the School for the Blind be augmented to provide more adequate support for the instructional program.



## PUPIL SERVICES

As previously discussed, the entering student at the School for the Blind comes to the school as a complete human being, with a complex of hereditary and environmental legacies which produce in everyone a singular personality. Any child during his formative years needs help in finding his way; his personality is shaped in large measure by the kind of counsel he gets from parents, friends, and teachers and by the example of those around him. Feelings of love and acceptance, or rejection, personal worth and adequacy or inadequacy, and physical adequacy, are a few of a myriad of emotional reactions to life which determine the child's path and his ultimate success or failure to become a secure, self-realized and self-actualized person.

When young children are removed from parents and other loved ones, much of this structure is lost, and substitutes have to be found to re-create an environment - a context - in which the child can develop and progress.

Hence, the importance of providing a program and an environment at institutions which help fill the voids left by the absence of a home and family.

The importance and need for a social worker has been touched on. In addition, other pupil services will back up and provide a framework for the primary relationship of love and interest between the teacher and the blind child. A program of pupil services in itself can be a cold and impersonal thing, just as the teacher-pupil relationship can be cold and





impersonal. In discussing the programs and recommending some build-up and additions to pupil services in the Kentucky School for the Blind two things are implicit: first, that none of these programs will succeed if warm and interested persons are not employed to develop them; and second, that it is doubly important in a school for the blind to have good guidance, counseling and medical programs.

### The Guidance Program

There is no organized guidance program conducted at the school. Although students are counseled by teachers and house-parents no one person is charged with this responsibility. From the Total School Evaluation Report:

There is need for more individual testing, counseling, and guidance in the vocational area. It is recommended that a guidance counselor be added to the staff who would insure to each child: (1) counseling service relating to personal problems, social adjustment and vocational preparation, (2) a complete testing program for abilities, aptitudes, progress and potentialities.

It must be borne in mind that for blind children, guidance must include more than vocational guidance. If the ultimate goal is to allow the blind person to circulate, live and work - in a word, to integrate - in the sighted world, his education must include many things which are free gifts to the sighted child. He must learn the conventions of the seeing in order to minimize his exceptionality.

Guidance is, in the fuller sense, directing the child from accomplishment to accomplishment, so that he may ultimately reach some degree of self-fulfillment, social acceptance in a sighted world, and independence.



The school social worker recommended in a previous subsection of the report would contribute greatly to this program. A guidance counselor could follow through on vocational counseling, job placement and developing contacts and enthusiasm for the program at the school in industry and business.

### Student Records

Again quoting from the Total School Evaluation Committee Report:

Careful study should be given to the keeping of a cumulative record on each child. There is evidence of a beginning program but it is incomplete. The medical record is kept in the infirmary, hence the teacher does not have recommendations or summary of the child's health that would help him in classroom activities. Also, the teacher does not have a record on which to record the child's progress or note any deviations from normal that she notices during the classroom periods. Regular conferences with the teachers and nurses concerning individual children should be held. Since this is a residential school it might be advisable to include the house mother in the conference.

### Health Program

It is felt by the Advisory Committee that the health program at the School is good. Space for simple ophthalmic examinations should be provided, and suitable equipment for examination and refractions available, and arrangements made with one of the two state medical schools to provide periodic ophthalmic examinations at the school. In addition, audiological screening should be done at the time new students are admitted to the school with regular follow-up examinations thereafter, possibly by staff members under the supervision of an audiologist. No extensive clinical medical research is anticipated for the future in the framework of the School



for the Blind. This type of research is a little beyond the realm of the school, and should be conducted at one of the medical schools.

### Census

The importance of a census of the pre-school blind has been delineated previously. An organized method should be worked out for identifying these children, getting the information to the School for the Blind and reporting the enrollment of the child in the school.

### RECOMMENDATION:

1. That the position of guidance counsellor be established with sole responsibility for developing and carrying out a guidance program for the School.





## PROGRAM

The self-study done in 1960 by the staff of the Kentucky School for the Blind summarizes the curriculum of the school as follows:

### Administration and Organization

No. of days school is in session per year:

174

No. hours per day school is in session:

6 hr. 45 minutes - Elementary Grades (8:05 am to 2:40 pm)  
7 hrs. 35 minutes - High School (8:05 am to 3:30 pm)

### Enrollment by Grades:

Kindergarten	-	16
1st grade	-	14
2nd grade	-	9
3rd grade	-	17
4th grade	-	11
5th grade	-	13
6th grade	-	10
7th grade	-	10
8th grade	-	9
9th grade	-	7
10th grade	-	8
11th grade	-	5
12th grade	-	1
Specials	-	10
Total		140

### Enrollment - Subject area - High School:

<u>9th Grade</u>		<u>10th Grade</u>		<u>11th Grade</u>		<u>12th Grade</u>	
English	7	English	8	English	5	English	1
Algebra	6	French II	4	Geometry	3	French II	1
French I	4	Biology	7	World History	5	Geometry	1
Science	7	World Hist.	8	Economics	5	Spelling	1
Spelling	5	Economics	5	Health	2	Piano Tuning	1
Typing	7	Spelling	8	Spelling	4	Band	1
Cooking	4	Health	4	Typing	2	Ind. Arts	1
Sewing	4	Typing	6	Piano Tuning	2	Chorus	1
Tuning	1	Piano	1	Sewing	2	Phy. Educ.	1
Band	2	Piano Tuning	2	Ind. Arts	1		
Chorus	5	Band	3	Chorus	2		
		Sewing	2	Phy. Educ.	4		
		Chorus	4				
		Ind. Arts	5				
		Phy. Educ.	8				



Total Number of students in Residence:

97

Total Number of students on day basis:

43

The kindergarten and first through sixth grades are taught in grades, with classrooms located in the dormitory cottages and on the main floor of the Administration (Costigan) Building. The last six years are taught in specific classes devoted to languages, commercial subjects, science, etc., the students circulating from one class to another.

In addition, mobility is taught throughout the program by the physical education instructors, with provision for extra training for students needing it. Only two vocational courses are taught, piano tuning (in the upper six years) and industrial arts.

Ceramics has been taught in previous years, but at the time of this report was not offered, in spite of the staff's recognition of the great value of this type of work for hand-mind coordination and therapy, mainly because of lack of facilities and trained teachers.

All of the students enrolled in the school attend classes at the school until sometime in the last two or three years. At that juncture some of the students elect to be or are persuaded to attend a regular public high school, either continuing in residence at the School for the Blind or going home to attend their local high schools. No set policy is followed for all students; the staff tries to weigh



each case and guide the student accordingly, considering such variables as student competence, the competence and resources of the local school, the home situation, and the aspirations of the student.

The American Foundation for the Blind<sup>1</sup> states very clearly that:

Since the curriculum for blind children in the basic areas of instruction is fundamentally the same as that for the sighted, it does not seem necessary in a report of this type to go into great detail. We only hope that the improvements indicated in all schools in the various types of communities will be available to blind children. This implies research in education and related areas as well as greater financial support at all levels. This indeed is the manner in which improvements for all handicapped children originate.

The major differences between the academic curriculum for a blind child and for a sighted child can be briefly stated as follows:

1. The inclusion of Braille reading and writing in the curriculum for the blind child.
2. Teaching mobility and orientation - techniques for getting around in a seeing world - to the blind or visually handicapped.
3. Inclusion of vocational subjects in the curriculum for the blind which are in harmony with their limitations and strengths.

In standard academic subjects, of course, some lend themselves very well to communication to the blind, (music, sculpture, English and languages, the humanities) while others are more difficult to communicate and pursue because  
1 - Services for Blind Persons in the United States





of technical difficulty in finding a language for the study (mathematics, science, painting). Much is needed in the way of research to make the latter more easily communicable to the students.

As a matter of interest, teacher preparation in mobility and orientation is difficult to attain. Few universities have offerings in this area. In recent years the American Foundation for the Blind has conducted credit courses at the post-graduate level for this type of training; it is to be hoped that expanding interest in the problems of the exceptional will lead to the wide availability of these courses.

In the discussion of industrial arts programs in education for the blind, it must not be assumed that they are comparable, either in content or in purpose, to vocational programs in regular public schools. The courses in industrial arts are of fundamental importance in teaching hand-mind coordination, and beyond that, in helping the blind child orient himself to the world of objects, shapes, and space. Probably the single most important achievement of the visually handicapped person is mastering the difficult skill of travelling independently. Until it is mastered, self-actualization, independence, confidence, feelings of worth and resourcefulness - all of the keys to integration and a satisfying life - remain elusive goals. And travel, itself, is impossible until the child gains some comprehension of the world of space in which he lives and moves. The industrial arts courses are pregnant with potentialities for communicating an understanding of form, shape, and





space, and are thus indispensable in teaching the child about the world of space.

The question of whether or not these programs should be geared to the teaching of specific trades, however, remains pertinent. The present thinking of most educators of the blind seems to be toward putting off trade training until the basic education - through high school - is nearly complete. Dr. Wilcox, in counseling this committee, expressed the hope that the various agencies working in rehabilitation and adult education of the blind would gradually take this function over from the residential schools. For the moment this remains an unfulfilled wish.

It is obvious that one ultimately important result of any training or educational program must be to help the student, insofar as possible, eventually earn his own living. The importance of being economically self-sufficient cannot be over estimated as a criterion for personal satisfaction and happiness. This is not to disparage the importance of assistance programs for the handicapped, now provided by most states and by the Federal Government through social security, but rather to emphasize the importance of economic self-sufficiency as a psycho-social ideal. Until other agencies take the responsibility for helping the educated blind learn vocational skills directed toward earning a livelihood, the Advisory Committee feels that such training is a part of the curricular program for the school. The academic program must not be sacrificed - nor must the industrial arts program as a resource for teaching form and space be compromised -



for trade training. This is particularly important when industry is turning toward automation, with its demand for highly educated workers.

No discussion of curriculum would be complete without mention of the extra-curricular educational and social activities so necessary to the program.

The School does sponsor Scout Troops, clubs, theatrical enterprises, a PTA, and other programs designed to round out the experiences of the children; to teach them social poise and self-confidence, and to compensate to some degree for their separation from parents and family and inherent alienation from the seeing world. In addition, the children are encouraged to get out for concerts, plays, sporting events and other recreational activities. These programs are of utmost importance and the school is to be commended for its continuing interest in them.

In great humility, then, the Advisory Committee offers the following recommendations concerning the curricular program. Being for the most part inexperienced in the field and realizing the pitfalls of lay attempts to plan curricula, the Committee proposals are to be thought of as subjects for consideration by the school rather than as dicta. Further, in many cases these represent policies already current at the school and thus as reinforcing judgments already made rather than as pleas for change.



## RECOMMENDATIONS:

1. That the flexible policy concerning sending students out to complete high school in a nearby or hometown public school should be maintained, the judgment being made on the merits of each case, and the emphasis being on working for a more widespread competence in public schools to undertake the education of the blind student.
2. That the industrial arts and physical education programs be more fully developed as a media for teaching about the world of space and things, as part of the resource program for mobility and orientation training.
3. That a staff study be made of the vocational program, with a view to finding contemporary, sought-after, vocational skills which are in harmony with the limitations and strengths of the visually handicapped; to inaugurate such programs and to eliminate anachronisms like caning and broom making insofar as possible.
4. That first steps be taken by the Department of Education in cooperation with the Kentucky School for the Blind to develop resources for teaching blind students in regular public schools, through the promotion of institutes, and regional workshops, and that a program for disseminating information concerning the school be developed and carried out by employees of the Department of Education and the school faculty.
5. That the use of itinerant, expert teachers in the area of education for the blind be investigated as one means for creating an increased awareness of the problems and





importance of education for the blind, and, indeed, for other exceptional children; such teachers might be brought in as visiting lecturers for a specific period of time to visit local public schools for one or two day workshops.



## PHYSICAL PLANT

The Advisory Committee accepted as a primary responsibility forming a judgment concerning the retention and renovation or replacement of the present Administration Building of the School for the Blind, now used principally for classroom space for the upper grades.

From the beginning it was realized that the Administration Building did not meet the requirements for classroom use, and that it did not meet modern fire code requirements (see Fire Marshall's Report, Appendix III), and the issue was principally whether or not the building, if renovated, would be an adequate schoolhouse.

The controversy over retention versus replacement stems from the school's long tenure in the building, and the fact that the three-domed structure has become something of a landmark in the community because of its eminent site. Those citizens advocating retaining the building do so out of the most creditable and noble motives; preserving the traditions and legacies of the past during a time when all too often heedless destruction of old buildings to make room for new ones results in the loss of great public shrines or buildings of great architectural and historical distinction.

In order to determine whether the old building could be renovated for classroom purposes, thought was given to qualities which are inherent in good modern classroom planning. Teaching concepts have developed radically in the last century,



and Francis Costigan could not have been expected to design a building which would meet classroom building criteria of 1960. Costigan designed, and the Legislature enthusiastically accepted, a building which reflected the community's pride and interest in the new program. It was conceived as a symbol of the importance the community attached to the School for the Blind, almost as a piece of sculpture, and executed in the appropriate architectural style of that period for public buildings. There was little understanding in 1858 of the functional needs of educational buildings, and as a consequence the building has always had many shortcomings as a schoolhouse for blind children - even in the early days of its service.

Classrooms in the building are small and lack storage space. Natural and artificial lighting are inadequate, and rooms not well ventilated. The interior spaces are generally gloomy, dark, uninviting and discouraging both to pupils and to teachers. The ceilings are high and the building is five stories tall, making for steep, long stair runs.

The structure of the building is masonry bearing walls, limiting the possibilities for relocating interior partitions and for new utility pipes and wiring. Toilets - most of which are installed in the two brick wings added to the building in this century, are not conveniently located, and, in fact, are in many instances inoperative.

Renovating the building for classroom use would be extremely difficult, and in fact, would really call for much rearrangement of the interior spaces and some structural alterations. Assuming for the moment that this would be economically



feasible, how good a classroom building would result? It would still be a five story building, with steep, long stair runs, with inadequate natural lighting and ventilation. Trump<sup>1</sup> lists three things which must be kept in mind in thinking about the facilities of the school for the future:

1. Educational facilities will no longer be merely a school building and its grounds.
2. Space within the building will be planned for what will be taught and how it will be taught.
3. Installations for effective use of electronic and mechanical aids will be provided.

He goes on to say that educational facilities will be as different as will be the learning activities planned for the students, and more specifically that the school plant for the future must provide rooms for groups of 10, 20, 50, 100 or more, and that a variety of instructional and resource areas will replace the present series of standard, stacked classroom cubicles, each designed to contain 30 students and one teacher.

To summarize: the school building of the present and future must be functional, flexible, pleasant and utilitarian. In the words of Louis I. Kahn, the Philadelphia architect and teacher, "it must be a place where it is good to learn."<sup>2</sup>

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- 1 - J. Lloyd Trump, Images of the Future, a report to the Ford Foundation, 1959
  - 2 - Louis I. Kahn, in a speech delivered to the Student Forum of the AIA, Washington D C., Nov. 22, 1960.





Buildings must have good acoustics, better light and ventilation control, and flexibility. The problem of designing adequate facilities for the education of blind children requires even more understanding and sensitivity. As a point of beginning, however, these criteria serve to demonstrate the inadequacies of the Administration Building as classroom space, even assuming improvements that could be made with feasible remodeling.

For these and other reasons, the Committee rejected the possibility that the old Administration Building could be updated and used for instructional purposes. It then turned to the possibility of utilizing the building for other purposes, but no activity of the school can hope to utilize all the available space - the building was once used as dormitory space as well as for classrooms, until the fire hazard became too great - and the image of such a large nearly empty building occupying the center of the site was unacceptable. Unless the building could be fully utilized, it was felt that it should go.

One alternative remained. That was to find some other public group who could use the building, and turn it over to them, locating the new classroom facility on another part of the site - possibly even opening the school from another street.

Such a group was not discovered.

Even if such a proposal were forthcoming, other considerations militate against accepting the use of the building



for purposes other than the school's. First, it occupies a prominent site, visible from Frankfort Avenue, and accessible to public transportation. Second, the dormitory cottages are constructed around the building on its rear and sides. A new classroom building constructed on another part of the site would be grievously disoriented from the dormitory facilities.

Upon due consideration of these aspects of the problem of providing adequate classroom facilities for the school, the recommendations in the section of this report entitled, "Recommendations to the Governor Concerning Immediate Building Program" are respectfully tendered.



## THE FUTURE

### POPULATION TRENDS

In the past ten to fifteen years there has been a frightening bulge in the number of congenitally blind children entering the various schools for the blind. The cause is well understood: during the 1940's a much larger number of premature babies survived because of newly understood medical techniques, but many of them developed retrolental fibroplasia, a disease which resulted in total loss of vision. It was not until 1954 that the relationship between oxygen supply in the incubator and retrolental fibroplasia was discovered, and a proper balance between minimum oxygen to support life in the premature baby and the maximum amount which could be safely administered without causing retrolental fibroplasia was found. During the intervening period about 50% of congenitally blind children in the population had lost their vision from this one cause. After 1954 the ratio dropped, but the impact of a rapidly expanding population of "war babies" increased the total number. The net result of these factors has been a large increase in the number of blind children in residential schools beginning in the late forties and continuing to the present. It can be expected that from now on the ratio of children born blind to the total number of births will level off to something like the 0.68% figure previously cited.

The 1960 census marked the end of the first half century since the U.S. has become a predominantly urban culture, now 70% urban dwellers living in 200 "Standard Metropolitan Statistical Areas" and 30% rural dwellers. This factor is





affecting educational programs directly: there is a greater awareness among city dwellers of the many services available to the handicapped. As the population becomes increasingly urban-oriented there will probably be a rising percentage of the total blind population enrolled in special educational programs. And as the population becomes more urban centered, it will become feasible to provide more specialized programs in the framework of existing institutions like public schools.

### PROGRAM TRENDS

The trend in educational programs for blind children in the United States seems to be to educate more of them in regular public schools after a preliminary period of training in mobility, orientation, and Braille, and to use the residential school as a resource center and as a longer term educational facility for the more difficult cases.

In 1943, Oregon began a policy of placing all ninth grade residential school graduates and children of any other grade level who seemed capable and adequately prepared in regular public schools. The "Oregon Plan" provides blind children their early training in the secure environment of the residential school, where many resources can be brought to bear on resolving or ameliorating their problems, and then places them in an integrated situation in their local schools where they become accustomed to living in a seeing world. The population of blind children in a regular school often approximates the normal ratio of blind-to-sighted children in the school age population generally, creating a realistic environment for both blind and sighted children.



This plan has the further great advantage of providing the blind child who overcomes his handicap to some degree a much greater variety of courses and curricula in secondary school than would be the case in any residential school.

New Jersey<sup>1</sup> and other states have adopted an itinerant teacher program for their blind children in public schools. The itinerant teacher acts as consultant to the classroom teachers of the blind students she serves: advising the classroom teachers on special problems and capabilities of the blind children, and special resources for these students, and other matters contributing to their social and educational well-being. She also acts as special tutor to the students she serves, helping them to learn braille and to use other special skills and equipment to make up, so far as possible, for the absence of vision.<sup>2</sup> The itinerant teacher program, developed in conjunction with a residential school program serving the state or a region, seems to hold great promise for the future. An advantage of this combination lies in its adaptability to the rate of development of a state's regular public school system. The itinerant teachers can be employed in the various schools and districts as the schools become ready for the program, and as needs dictate.

In an itinerant teacher program, it is especially important to provide social casework services for the pupil and his family. According to Spar;

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1 - Guy J. Marchisio, Services to Blind Students Attending Public High Schools in New Jersey, American Foundation for the Blind.

2 - Harry J. Spar, Itinerant Teaching as a Method of Educating Blind Children, American Foundation for the Blind.



The benefits of professional social casework with the parents of blind children and of public health and educational guidance in the handling of special child care problems related to blindness are manifest today in the large number of families which are equipped and eager to keep their blind children with them and to make the extra effort necessary to enable these children to enjoy the benefits of remaining with their families and, at the same time, to meet the challenge of being educated in a normally competitive educational setting.

As it becomes practicable to integrate more and more of the blind children with sighted children in regular schools, the role of the residential school will change. Generally, it will provide the best education possible for the more difficult cases: the multiply handicapped, the child with "developmental problems" who seems to be retarded but may only be exhibiting the effects of under-stimulation and over-protection; perhaps the emotionally disturbed child and some of the retarded children. It will continue to function as a center for basic training in mobility and orientation, in Braille, and in other courses preparing the students for the public schools. It can be readily seen that its program must become even more flexible in the future.

The trend in residential schools, like that for regular schools, is toward 12-month use of the facilities. Possible uses for the school plant and some of its resources for the additional 3 month period include pre-school sessions for young children and parents; post-school sessions on vocational guidance for older students, teacher institutes and other programs for its own staff, the itinerant teachers and public school teachers; and its function as a resource





center for everyone working with the blind in the state or region.

Another very important program trend in residential schools is the development of what may be called a "Sixteen Hour Curriculum." In the past, the program was considered to parallel that of public schools, and what happened after school was left somewhat to chance. There is a growing awareness of the importance of the other waking hours of the day in all educational programs, and of the need to actively stimulate these visually handicapped children to greater achievement through careful and competent leadership. As a result, a brand new profession of group counselors for exceptional children in residential schools is developing. In schools for the blind, houseparents represent this profession, and there have been several recent moves to establish certification standards for them. One proposal sets up three categories of certification - A, AA, and AAA - which require various experience, education, and special training.

It is inevitable that the leisure hours of the blind children in residential schools will become more stimulating and richer as progress is made in this new profession.

#### SOME THOUGHTS ON FUTURE PLANNING

Two major assumptions may be made from an observation of current trends in education for the blind; first, that there is going to be an increasing integration of programs for exceptional children; and second, that any building designed for a residential school for the blind for the future must be





as flexible as it is possible to make it.

To be more specific, planning for an educational program for the blind must be considered in context with all of the other programs for the blind in the state: it is to this end that the recommendation was made in this report that a survey be made of these programs by the American Foundation for the Blind under the sponsorship of an appropriate committee. And at the same time, programs for other exceptional children must be considered to avoid, insofar as possible, duplication of effort. Certain medical, psychiatric, and social work services, for example, might serve other groups of exceptional children of a region in addition to the visually handicapped.

Since no one can really predict with any degree of accuracy just what kind of program is going to be undertaken at the School for the Blind ten, fifteen, or twenty years from now, the need for building flexibility is obvious. This includes two kinds of flexibility. First, the provision of the kinds of space which can be used for the variety of functions included in the School's routine year: the school program; the meetings, seminars, and in-training programs; the pre-school clinics, and the vocational guidance clinics. Second, the spaces of the school themselves must be constructed in such a way that they can be readily changed when the program changes.

Very few other ground rules can be established for the guidance of school planners, but a few are evident.



The school should be planned for multiply handicapped children, which means that it should be a one story structure. It should harbor outdoor teaching and play spaces as well as provide indoor spaces, and it should certainly provide some variety of teaching spaces beyond the standard classroom, although that need must be met. Beyond this, the spaces provided must serve multiple purposes as often as possible, to get more work out of the building, and the school should meet all the well-known aesthetic standards for schools. Just because the children can perceive the environment through one fewer sense than children in public schools is no reason to give them a poor building. In fact, their appreciation of a good building may be more intense because of their acute sensitivity to the reactions of sighted visitors and their own enhanced ability to use their remaining senses.



## CONCLUSION

There has been an emphasis in this report on conditions in the educational program for the blind, on planning for the future: many recommendations have been included related to the present circumstances of the school and to other programs for the blind of the Commonwealth. In such a survey it is all too easy to forget the human element.

Without dedicated people working with the visually handicapped children, painfully building with them day by day, in creasing their understanding, improving their perception of the world, giving them a background in skills which may ultimately lead them to fruitful adult lives, no amount of planning, funds, or physical facilities have any meaning.

The Committee gratefully acknowledges the dedication, perseverance, and loyalty of the teachers and other staff members of the Kentucky School for the Blind. It is to them, and to their predecessors, that the school owes its fine reputation and long tradition.

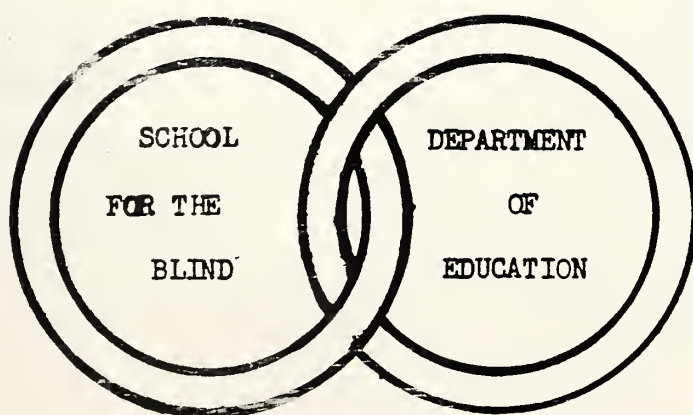
It is in that spirit that this report is submitted. It is earnestly hoped that the recommendations of this Committee are construed as supporting what the staff of the school is attempting to do, and that their aspirations and these images of the future will be realized.





# TOTAL SCHOOL EVALUATION

KENTUCKY SCHOOL FOR THE BLIND  
LOUISVILLE, KENTUCKY, JUNE 16, 1961





# Department of Education

FRANKFORT

June 16, 1961

Mr. L. P. Howser, Superintendent  
Kentucky School for the Blind  
Louisville 6, Kentucky

Dear Mr. Howser:

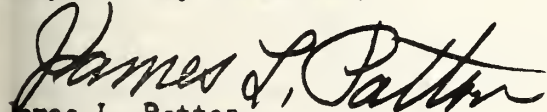
We are submitting herewith the report of the Evaluation Committee which assisted you and your staff in an evaluation of the total school program of the Kentucky School for the Blind on March 23, 1961.

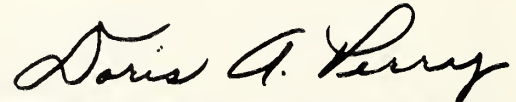
We wish to extend our appreciation to you and the members of your staff for the splendid cooperation the Committee received. The cordial reception given the Evaluation Committee and the interested cooperation of all, including teachers and students, are among many evidences of the acceptance of the Committee members as co-workers in improving educational opportunities for the blind children and youth of the Commonwealth of Kentucky, and not as inspectors or critics.

As you know, this evaluation was a new effort on behalf of the Department of Education to assist in determining the educational program needs of our residential schools. The materials used were new and imperfect; techniques and procedures had to be improvised; and only time will afford us enough experience to give certainty to all phases of this program. Consequently, we accept responsibility for any shortcomings and feel sure that our experience here will be invaluable to us in future endeavors. We appreciate your understanding of the program and the opportunity for working with you on it.

Insofar as possible, members of the Evaluation Committee will be glad to assist you and your staff in the implementation of the Committee findings and recommendations.

Respectfully submitted,

  
James L. Patton  
Assistant Superintendent of  
Public Instruction

  
Doris A. Perry, Acting Director  
Division of Special Education





The underlying philosophy and purposes of the cooperative approach to total program evaluation represent the most significant phase of our continuing efforts to improve and upgrade the quality of education in Kentucky. All children are entitled to an education to the maximum of their abilities and we are dedicated to this end. Children who are handicapped by blindness are certainly no exception to this rule. We must all constantly explore ways and means of expanding the body of knowledge and, therefore, the scope of instructions to be made available to students who are blind. Our prime purpose must be to give students as broad a base of experience, and as highly developed set of skills, as it is possible to obtain while in school; to facilitate the acquisition of knowledge and thus improve the quality of the contribution of those who are blind to society in adult life. In our modern society we can ill afford not to develop and utilize the talents of all our citizens including those who have handicaps.

It is generally agreed that the people desire improved educational programs for all their children; school leaders are equally concerned about strengthening the instructional program. All this is shown by the overwhelming support of the citizens of the Commonwealth of Kentucky, the Governor and the General Assembly in providing interest, concern and increased financial support for all educational programs in the past few years. Further, it is evident that the people expect and demand the improvement of our educational programs to be immediate and substantial. All this points clearly to the need for a policy of study and action in every phase of education in the Commonwealth by citizens and school leaders working together. Obviously, the initial step is that of an over-all evaluation of the entire program of a school to find strengths, deficiencies, problems that need further study, and clues to constructive action by all our citizenry.

Who can better judge and evaluate a school of the people of the Commonwealth than those who have the greatest stake in them--the informed parents and teachers of the Kentucky School for the Blind. And, how can the parents and the school personnel deem one part of the school program more worthy of attention or support than another; unless they, and we, first see the whole program? Thus, it becomes even more clear that the approach to evaluation should involve all those who are interested and should be interested, both lay and those in public school programs and all the agencies in State government who are or should be involved.

The development of this evaluation has involved many Divisions in the State Department of Education which hold some responsibility for phases of the total program of education of the children and youth of the Commonwealth--and, in this instance, those who have visual handicaps. This endeavor is but another of our efforts in what may be termed as the "team approach" to the improvement of the educational opportunities of all children regardless of the fact that they may be blind. Because of this, we in the Department of Education re-emphasize the fact that we must heighten our efforts in behalf of all our children in keeping with our age of space. We can not and must not observe the "status quo", but we must move forward in all endeavors.

This is the first effort of this type in the one hundred nineteen year history of the Kentucky School for the Blind. We believe that a historic and constructive beginning has been made in our educational endeavors in behalf of the blind children and youth of the Commonwealth.

The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present. The author then goes on to discuss the various factors which have shaped the development of the United States, including the influence of the British, the Spanish, and the French. The paper concludes by stating that the study of the history of the United States is a task of great importance and one which should be undertaken by all who are interested in the country.

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Certain provisions of the evaluation approach should be clearly understood and realized if the findings and outcomes are to be sound and fruitful. These include provisions for (1) utilization of both lay and school personnel on all committees, (2) looking at the total school program, (3) sampling pupil view and opinion, (4) having meetings with all teachers, (5) conducting a self-evaluation program including the total staff, (6) preparation of a complete written report to be used by all school and lay leaders, and (7) undertaking effort to indicate problems and opportunities for further study and planning by the school personnel and citizens of the State.

It is contemplated that this cooperative evaluation will return invaluable findings to the Kentucky School for the Blind and to the State Department of Education. The findings of the evaluation should indicate areas of the curriculum and/or needs of the instructional program that deserve study or action in the immediate future. It is expected that the School for the Blind committees (with lay and school representation) will be formed at the earliest feasible moment for this purpose. These committees should keep in constant contact with the Department of Education in order that all possible help may be provided and all efforts will be coordinated.





### PLANNING COMMITTEE

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Miss Doris A. Perry, Acting Director, Division of Special Education, State Department of Education, Frankfort  
Mr. L. P. Howser, Superintendent, Kentucky School for the Blind, Louisville  
Mrs. Mary S. Marshall, Research Analyst, Division of Research, State Department of Education, Frankfort  
Mr. Sidney Simandle, Assistant Director, Division of Teacher Education and Certification, State Department of Education, Frankfort  
Mr. Richard Lee Gentry, Supervisor, Division of Instructional Services, State Department of Education, Frankfort

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### ELEMENTARY PROGRAM

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Miss Mae Dixon, Supervisor, Jefferson County Schools, Louisville  
Miss Betty Sue Hill, Owensboro Public Schools, Owensboro  
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Frankfort

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Mr. Robert Sloane, State Coordinator, Division of Trade and Industrial and Dis-  
tributive Education, Department of Education, Frankfort  
Dr. Sam Peavey, University of Louisville, Louisville  
Miss Mary May Wyman, Supervisor, Louisville Public Schools, Louisville  
Mr. Charles Cox, Manager, Kentucky Industries for the Blind, Louisville  
Mrs. Richard Rondi, Parent, Louisville





## INTRODUCTION

"In school districts that operate schools for the education of children who are blind or deaf to an extent that renders them incapable of receiving instruction in the regular elementary or secondary schools, such children between the ages of seven and sixteen whose mental condition permits application to study shall be enrolled in and attend such schools regularly for the full term of the schools or until discharged by the board of education of the district. If no provision for the education of such children is made by the school district in which any such child resides, the Superintendent of Public Instruction, on recommendation of the State Attendance Officer, may cause the child to be enrolled in one of the state institutions for the education of such special groups." (KRS 159.050)

It is not only the letter and spirit of Kentucky law that a program be provided for the blind, but also that attendance be made mandatory under the same broad provisions that apply to all children in the State. Recent legislation makes possible expanded opportunities and, at the same time, makes imperative increased cooperative planning at both the state and local level.

The Commonwealth of Kentucky can take great pride in the fact that it has pioneered in establishing a state school for the blind. It is quite clear that the strength of the Kentucky School for the Blind is in its human resources--the students, and a staff, many of whom have many years of competent and devoted service to the institution and the young children under their care. It should be clearly understood that the Evaluation Committee has a high regard for the staff of the School and the job they are doing under somewhat difficult circumstances. The State has committed itself to the operation of the Kentucky School for the Blind and the Evaluation Committee has been charged with the responsibility of pointing out in rather specific terms the needs of the School. Hence, the wording of this report in its entirety is rather direct with respect to needed improvements and does not dwell on the many strengths of the School.

It should be further understood that many of the recommendations are directed toward the persons and agencies responsible for the administrative operation of the School --the State Board of Education, the State Department of Education; and, of course, the General Assembly and citizens of Kentucky who provide the financial support.

Since the Evaluation Committee spent only one day at the School for the Blind, it is important to note that time was a definite limiting factor in this evaluation. It was not necessarily the job of this Committee to point out unmet needs in minute detail but rather to identify broad areas on which those directly concerned with the School can base a depth study.

This evaluation program, which consisted of a self-evaluation by the staff of the School for the Blind and an evaluation by a visiting committee, shows us in no uncertain terms that professional educators are not afraid to take a long hard look at themselves and to have others do the same. Our ultimate aim is to provide the best possible educational program for all of the children of this Commonwealth. And it is toward this end that this report is dedicated.



## PHILOSOPHY AND OBJECTIVES

### Introductory Remarks

Certain obvious factors delimit and qualify the findings and recommendations of this report by the Committee on Philosophy and Objectives. First of all, the study and refinement of basic beliefs and purposes is a continuous process. The Committee could attempt to evaluate only what exists at the present time. Insufficient opportunity existed on the day of the visit to learn how the staff, citizens, and responsible agencies such as the State Department of Education work together to formulate common beliefs and to plan the immediate and long-range objectives for the school. Subsequent investigation revealed that planning was largely limited to budget making and that supervisory personnel was especially needed to work with the school.

Second, there is oftentimes some variance between what is expressed in a statement of beliefs and purposes and what is happening in a school. A functional Philosophy and a plan of operation require a high degree of commitment to both general and specific objectives. The Committee could not presume to know the extent or the effectiveness of immediate or long-range planning by the staff and other agencies in shaping the program of the school.

Third, time for visitation and consultation was insufficient to relate in an objective manner the expressed or implied philosophy and objectives to the on-going program of the school and resulting educational outcomes.

However, these shortcomings acknowledged by the Committee by no means reflect on the type of planning in the past or the working plan for the Evaluation. On the contrary, the intensive study by the local committee and total staff over a period of months is a noteworthy accomplishment in itself. The Committee does not presume to be in position to understand and to interpret in a day what the local committee and the school have accomplished over a much longer period of time. Likewise, the emphasis on seeing the total program in operation for a day and the exchange of viewpoints by the members of the Evaluation Committee are invaluable to the Committee in acquiring needed perspective though limited.

### Observations

#### 1. A "Living" Philosophy Exemplified by Individual Staff Members.

The limited observation at the school left the impression that the teachers, on the whole, are dedicated to the task of providing desirable educational experiences for all children assigned to their classes. There was evidence in many of the classrooms that attempts are being made to adapt good practices found in general education to the needs of the blind. However, the Committee learned that teachers do not take advantage of summer training in current methods though scholarships are available for this purpose.

#### 2. A Great Heritage from the Past.

The Committee was able to sense in a small way the pervasive influence of the school's one hundred nineteen year history and the desire of many staff members to draw upon the accumulated beliefs and attainments of the school's heritage in shaping the school of the future.





### 3. An Essentially Sound Statement of Philosophy and Objectives

The Visiting Committee expressed concern that the staff had not come to an agreement in formulating a basic statement of philosophy and objectives on which a unified school program could be built. It was felt, however, that with a little more exploration by the total staff that this would become more clear-cut and agreeable to the group as a whole. The right to sharpen ideas through discussion as a total staff strives for consensus in a professional climate can result in professional growth for the staff and added stature for the school.

### Other Observations and Tentative Findings

The Committee was mindful of certain controversial areas that appear to have elements of both strengths and weaknesses. Since many differences are not due to conflicting philosophy as much as general misunderstandings, the inherent potential for strengthening the school's position would seem to outweigh any negative influence. These areas of concern are:

#### 1. Cooperatively determined beliefs and goals

There was evidence of a general desire on the part of the staff to "help" the blind students. Exactly how help is to be given and the direction in which the school is to move seemed a little vague. Perhaps the most pressing need would be an organized effort on the part of the total school staff to refine and clarify its purpose and philosophy. Second, give meaning to the statement of beliefs and goals through cooperative curriculum planning in order to provide a sense of direction and criteria for evaluating progress toward predetermined goals. Considering the possible effect of divided opinions on teacher morale and professional climate, it is hoped that the total staff can find time to weave the two excellent statements of beliefs and goals into a unified report on which all teachers can stand.

#### 2. What should the school accomplish?

While all agreed that the school should prepare blind persons for living successfully as adults there was some evidence of sharp disagreement as to whether the school's curriculum should be academically or vocationally oriented. Preliminary to a sound answer to this question are several basic issues in need of further exploration such as:

- (a) a balanced curriculum within existing resources
- (b) the primary function of the school
- (c) the needs to be met and the pupils to be served
- (d) the possible services of regular high schools, trade schools, and other agencies in "training for vocation."

From the information at hand the Committee does not feel that this is an "either-or" proposition and that a full-fledged curriculum study is in order. Curriculum offerings for the blind with normal intelligence, for slow learners, and for the mentally retarded should be planned.





### 3. Lack of Clear-Cut Implementation of Philosophy and Objectives

As mentioned previously; the Committee felt the statements of belief and goals reflected desirable guidelines for program planning. However, the Committee found little real evidence of relationships or continuity in the usual cycle of purposes, planning, programming or execution of plans, and evaluation. The effect of physical limitations on a quality curriculum was obvious. The wide gap that exists between stated goals and program implementation makes it somewhat difficult for the school to fit a desirable program to the individual needs of the child.

In the school's philosophy, the statement of objectives pointed up the need for aesthetic interests, homemaking, the ability to speak well, skills in handicrafts, exceptional abilities in listening and reading, et cetera. The Committee in its limited time for visiting gained the general impression that limitations in program, facilities, and in some instances, methods of teaching were almost insurmountable blocks to a good teaching-learning situation. These needs were most pronounced in the subject matter fields of foreign language, general science, art such as ceramics (listed but not offered), and home economics which is sponsored by the P.T.A. and 4-H Club. A public speaking class should be a "must" course instead of the limited amount of time and attention that can be given to it now.

### 4. The Educational Program for Senior High School Students

The Committee sensed divided feelings among the School staff as to the proper placement of senior high school students who had received their earlier training in the residential School. Should students who have acquired basic skills needed by the blind and partially seeing be sent back to their community high schools for the last two or three years of their public school education? The Committee feels that a restrictive policy in this regard would be most unwise. Individual counseling and guidance by a staff specialist should pinpoint this question - What is best for the student? In every case, it is important to know the extent and the quality of the educational program in the community school and the willingness and ability of the staff in this school to accentuate the similarity of blind persons rather than their differences from the normal.

### 5. An Alternate Program for Senior High School Students

When post-residential placement for some students in the community school would likely be unsatisfactory as determined by the staff specialist, an alternate plan should be made available that provides for the blind or partially sighted student to live at the School for the Blind and attend day school classes in the Louisville area through an arrangement worked out by the responsible agencies. For example, the Louisville School District may have sufficient enrollment in their sight saving program to employ specialized personnel, to provide adequate instructional materials and facilities, and to operate a quality program at a reasonable per pupil cost. Whatever the plan, the improved educational program in Kentucky for all children and youth would seem to demand comparable progress in providing quality educational opportunities for blind and partially sighted students.





## 6. The Expanding Services of Local School Districts

A continuing study of the role of the School for the Blind is important because of the expanding program of special education in the local school districts under the Foundation Program. It is now possible for some of the larger districts to assist materially in meeting the needs of partially seeing children when enough children are available in a reasonable area to permit good educational facilities and to maintain desirable standards for program. It would seem desirable for neighboring school districts under certain conditions to provide common facilities and pool resources in order to meet desirable standards for program. Modern literature contains much material on the desirability of establishing classes for the blind in public school systems. The desirability of keeping a child within his home community is stressed. This practice eliminates the cost of dormitory living, et cetera, and transfers a part of the expense of equipping and maintaining classes from the state to the local community. However valid these proposals may be, there are real conditions that cannot be overlooked. The number of blind children reported (or expected) by counties indicates that the great majority of counties and school districts do not have a sufficient number of children to permit the establishment of classes. Neither would the services of an itinerant teacher be feasible in some areas.

While every effort should be made by the State Department of Education to encourage those districts that have enough children to permit good educational facilities, to establish those classes, it is essential that desirable standards be maintained for equipment and procedures.

## 7. The Changing Role of the Residential School

The residential school has a continuing responsibility to receive blind children for whom this type of placement is both necessary and desirable. Understandably, the program of education for the blind like the regular school program is in a state of expansion and transition in program, facilities, and methods of teaching as teachers and administrators strive to bring modern practices into the classroom.

Much careful study and exploration needs to be given to whether or not the School should continue to serve children who have partial vision but who use vision as their chief avenue of learning and can use large type textbooks.

The Committee envisions new and greater opportunities for the School for the Blind through expanding and modernizing its educational program and services. With the type of support this school deserves, it should serve as a Center for Research and Experimental Studies for the statewide program and a laboratory school and resource center for the total program of education for the blind in the State. This long range plan is presented in the belief that Kentucky is ready to move forward and to regain its position of leadership among the states in the education of the blind.

## 8. Implementing Goals Through Meeting Individual Differences

The attainment of educational goals is facilitated by modern administrative practices. The Committee believes that two fundamental problems tend



to inhibit the quality program which the individual child should receive:

- (a) The attempt to educate blind and partially seeing children in same classes
- (b) Little apparent attempt to group children administratively or within the classroom in order to better adapt curricular offerings to individual needs.

It is realized that small enrollment in certain classes and other limitations may make this a matter of necessity rather than choice.

#### Recommendations

##### 1. Set Up Criteria for a Continuing Census

Program planning including projection requires valid data on the incidence and degree of blindness through reasonably adequate identification plans and procedures established by staff specialists in the Department of Education.

##### 2. Reach Agreement on Common Philosophy and Objectives for the School

The professional staff should set aside time for cooperatively determining common beliefs and setting general goals for the Kentucky School for the Blind. Preliminary steps in thinking through individual beliefs and goals need to be extended.

##### 3. Set Up Policies for a Flexible Placement Plan

Policy making based on objective evidence is a primary responsibility of official agencies. Stated policies should govern first placement for the child and post-residential placement for the senior high school student.

##### 4. Give Meaning to Goals Through Curriculum Study and Action Program

Implementation of beliefs and goals require program planning and continuous evaluation. Both immediate and long-range plans should be determined to support philosophy and objectives.

##### 5. Strengthen and Redirect Role of Residential School

Expand and modernize educational services and redirect role of school to emphasize research and program development. A director of research and curriculum development should be employed full-time in this capacity.

##### 6. Provide Psychological and Counseling Service

Implementation of goals requires a complete knowledge of the individual.

##### 7. Pre-Vocational Program

Further study of pre-vocational needs of students and post high school opportunities for vocational training for blind students.





8. Follow-Up Studies of Former Students and Parent Opinion Polls

Basic studies should be made to clarify objectives and point up curriculum needs.

9. Institute a Child Study Program

Make provision for independent study and action research by interested teachers.





## ORGANIZATION AND ADMINISTRATION

### Observations and Recommendations

It was quite obvious to the committees dealing with organization and administration of the Kentucky School for the Blind that the total staff is dedicated individually to providing the best possible program for blind students. It was definitely felt, however, that much talent and energy is wasted due to the absence of clear-cut philosophy, objectives, administrative and personnel policies, coordination of activities and channels of communication. Since the operation of a residential school includes budgets, building, living facilities, public relations, etc. in addition to a school program, it is recognized that the superintendent cannot adequately handle the job alone. It is felt that the immediate employment of a principal and such other professional and ancillary personnel as deemed necessary will provide the human resources necessary to provide for the overall organization and administration needed and thus lead to elimination of much of the uncertainty, unrest and poor morale sensed by the visiting teams and result in a much improved overall program for the blind children.

With this in mind, the following specific recommendations are made, some of which can and should be implemented at once and others which are more of a long-term planning nature:

1. A full-time principal (use of another title may be advantageous) should be employed immediately whose prime responsibility should be to plan, coordinate and supervise the instructional phase of the program. This person should be well-grounded in the education of the blind through training and experience and should have the knowledge and ability of methods of working with parents, teachers, administrators and others with whom he might come in contact in the process of planning and executing an educational program for the blind on a state-wide basis.
2. The superintendent, in cooperation with the State Board of Education and the State Department of Education and the total staff of the School, should establish definite administrative policies and procedures to govern the operation of the Kentucky School for the Blind. These should be published and made available and understood by all. Such policies should include such items as the following:
  - a. Duties, responsibilities and qualifications of all personnel
  - b. Lines of authority and channels of communication
  - c. Salary schedules
  - d. Leaves of absence
  - e. Attendance at meetings
  - f. Extra duties
  - g. Admission, promotion and dismissal of students
  - h. Professional code of ethics
  - i. Preparation of budgets
  - j. Discipline of students
  - k. Communication with parents
  - l. In-service and pre-service training of teachers
  - m. Teacher tenure
3. In the organization of the total program, provision should be made for the following:
  - a. Identifying and solving of problems through total staff participation
  - b. Experimentation with new approaches to organization for instruction such as the ungraded primary block, team teaching, etc.



- c. Teacher participation in planning the instructional program
- d. Study and experimentation with organization of the high school program to include course offerings, arrangements, utilization of outside resources, etc.
- e. Pupil records and utilization of these by the staff
- f. Curriculum studies and preparation of guides
- g. Development and proper utilization of a materials center
- h. Parent education program to include the pre-school and post-school child
- i. Inclusion of pupil ideas and participation in curriculum planning
- j. Faculty meetings on a regular basis for the purpose of joint identification of areas of study, problem solving, and general professional growth.
- k. Differentiation of the program for blind and partially seeing insofar as practicable.
- l. Provision for those children with learning problems in addition to blindness such as mental retardation, emotional problems and the like.
- m. Thorough study of the role of pre-vocational and vocational training in the School in light of what happens to the student after he leaves the School.
- n. Association of the teaching staff needs with educational programs outside the School for the Blind.
- o. Participation of the teaching staff in professional organizations both within and without the state.
- p. Provision for an ongoing evaluation program by the total staff.
- q. Provision of such additional personnel as a librarian, guidance counselor, additional kindergarten teacher, etc.
- r. Provision for better communication with parents.

It was the consensus ~~of opinion~~ that the responsibility for supervision of the instructional phase of the program at the Kentucky School for the Blind should be placed with the Division of Special Education in the State Department of Education and that staff be provided to offer the proper amount of leadership, coordination and supervision to the program.

Investigation should be made concerning the feasibility of making provisions for the Kentucky School for the Blind under the Foundation Program Law.





## PUPIL PERSONNEL SERVICES

### Observations and Recommendations:

The teachers are devoted to their tasks and are commended for their sincere concern for the children. There was evidence of good rapport between the staff and the children; however, it was felt that regular faculty meetings for in-service training and for evaluation of the teaching procedures and individual adjustment could be beneficial.

#### 1. Guidance Program

There was no organized guidance program. Guidance is incidental to the instructional program and is left to the ingenuity of the teachers. There is need for more individual testing, counseling and guidance in the vocational area. It is recommended that a guidance counselor be added to the staff who would insure to each child: (1) counseling service relative to personal problems, social adjustment and vocational preparation, (2) a complete testing program for abilities, aptitudes, progress and potentialities. Necessary assistance should be given each student in helping him to be understanding of himself, his capacities and limitations. This is basic in selecting his school curriculum and vocational objective, and (3) resource material relative to choosing a vocation is needed. A guidance counselor could act as coordinator in locating community and state resources for the needs of rehabilitation and job placement with an extensive study of jobs available and determine the extent to which employers are willing to hire students trained in a special type program offered at the Kentucky School for the Blind.

#### 2. Student Records

Careful study should be given to the keeping of a cumulative record on each child. This is evidence of a beginning program but it is not complete. The medical record is kept in the infirmary, hence the teacher does not have recommendations or summary of the child's health that would help her in classroom activities. Also, the teacher does not have a record on which to record the child's progress or note any deviations from normal that she notices during the classroom periods. Regular conferences with the teachers and nurses concerning individual children should be held. Since this is a residential school it might be advisable to include the house mother in the conference.

#### 3. Health Program

A good health program within the school is provided and many resources of the community are utilized. However, it is recommended that audiological screening be done upon admission and at least every two years thereafter. The screening tests do not need to be done by an audiologist but under supervision of an audiologist, volunteers from the P.T.A. could be trained to do the screening. Medical care is given to the sick; however, money could be budgeted to cover emergency illness and hospitalization. The infirmary is adequate but could be improved. The cubicles are outdated and do not allow for ventilation. A new infirmary should be included in the building program and include examining rooms. Until such a building program is feasible, the glass part of the cubicles should be removed for ventilation.





#### 4. Census

There is no organized method for identifying the pre-school blind child and to prepare both the parent and the child for his leaving home and entering the School. It is recommended that a social worker be employed to work as a liaison person between the School for the Blind, the home and local school district. The local school district keeps a census record on all children within the district with notations of types of handicap. An organized method should be worked out for (1) identifying the blind (2) getting this information to the proper source and (3) for reporting the enrollment of the child in the special school. The social worker could work with the parents and school authorities in preparing for returning of the child to the public school program when this seems advisable. Regular supervision to all homes would be impossible; however, someone from the School could make an initial visit and work through the local health nurse. Parents should be informed about the child's progress in school and advised concerning the child during the summer months.

#### 5. Home-School Relationships

There is an active P.T.A. organization. Members of the P.T.A. are engaged in activities of the school and provide leadership for club activities, such as scouting, 4-H, music, athletics, etc. Teacher-parent conferences are held where parents are able to attend P.T.A.; however, this is limited to the parents of the Louisville area. There is an urgent need for establishing some means of consultation with the parents of all the children in the School.

#### 6. Curriculum

Opportunity for choosing curriculum is very limited. A broader curriculum is recommended with guidance in choosing subjects for vocational training and also pre-vocational work as low as the 7th and 8th grades.

#### 7. Drop-Outs

It was noted that the enrollment decreases rapidly in the upper grades. It is recommended that a careful study be made of the holding power of the school and also a follow-up study be made of school drop-outs. The results might point up weaknesses in the program in meeting needs of students.



## PERSONNEL

### Introductory Remarks

Prior to the date of the evaluation, March 23, 1961, the individual Committee members had an opportunity to review some background materials on the Kentucky School for the Blind, which included a self-evaluation report which had been prepared by the school. The Chairman of the Committee also reviewed the individual data sheets which had been prepared for each of the professional personnel employed in the School. This information and the individual data sheets were reviewed with the Committee members on the date of the evaluation.

During the visit to the campus, the Committee had a half-hour conference with the Superintendent of the School and a half-hour conference with the institution's self-evaluation sub-committee on personnel of three teachers. The Committee visited about a dozen classrooms and talked with these teachers as well as with other campus personnel. The visitation included an inspection of some of the dormitory arrangements as well as the academic department. It should be further noted that four members of the Committee are residents in the Louisville area and have had some previous acquaintance with the institution. One member of the Committee is a parent of one of the students in the School and, therefore, had a more intimate acquaintance with its operation.

The Committee concerned itself primarily with personnel policies, preparation and professional growth of the present teaching staff, and the attitudes and morale of the professional personnel. The Committee made no attempt to evaluate the quality of instruction being rendered by individual teachers; however, the group received some strong impressions in this area during the course of the classroom visitations, which will be reported below. Furthermore, the Committee did not review the total instructional program to the extent that detailed recommendations for additional personnel could be made. No doubt, the other committees will make recommendations regarding the need for increasing, or reducing, personnel in the areas covered by their specific assignments. The Committee on Personnel did make note of the need for additional personnel in a few areas, however, and these recommendations are given in this report.

### Findings and Recommendations

The report of the committee is organized below in several categories. For emphasis in communication, the recommendations are specifically indicated.

#### 1. Personnel Policies

The Committee encountered some confusion in the matter of personnel policies and personnel information when discussing these topics with the school Superintendent and the individual faculty members (for example, the faculty members were not clear on such information as the requirements for gaining continuing contract status, and the Superintendent was uncertain about the academic specialization of some teachers). The factual information was available but the communication of it was not adequate. It was very evident that this lack of information and/or communication has become a definite morale factor with the professional staff.

RECOMMENDATION: Definite personnel policies should be developed by the institution, preferably in a cooperative process with the administration and the faculty, with final approval by the State





Board of Education and the State Department of Education. These policies should be available in written form to every staff member in the institution and should be revised from time to time to keep them up-to-date.

## 2. Qualifications of the Present Teaching Staff

Of the eighteen (18) members of the faculty assigned to the regular instructional program, five (5) have the master's degree, eight (8) have the bachelor's degree, and five (5) have less than the bachelor's degree. One person assigned to piano tuning and piano technology has preparation in this work. Although the over-all academic preparation of the teachers compares favorably with the personnel in other school situations, the fact remains that few of the present faculty members have had any specialized preparation dealing specifically with the teaching of blind persons. In terms of the standards required for public school teachers of special classes for blind or partially-sighted children, the teachers would not qualify. Their claim to adequacy in this specialized instructional program comes primarily from long years of experience and their own personal efforts to become competent in the position. These factors are presented not to reflect upon the qualifications of the personnel now employed but to emphasize the need for observing standards of preparation for new personnel who are added to the staff from time to time. It was pointed out to the Committee that there is quite a bit of turnover in the teaching staff and that the new personnel recruited for the vacancies which occur from time to time at the salaries being offered do not even compare in professional background to the new recruits for the local public schools.

The Committee encountered several instances where the teachers did not have specific academic specialization for the subject being taught, although the general level of academic preparation was satisfactory. It is felt that this situation would be improved by competent educational leadership, such as is usually provided by a school principal. The present faculty as a group, and as individuals, seem to be very dedicated people and are most anxious to provide a good instructional program. The Committee feels that this devotion to the school's program must be assisted by some rather immediate and substantial efforts on the part of the authorities responsible for the Kentucky School for the Blind. These steps are treated in more detail as separate items below.

## 3. Instructional Leadership

The specialized nature of this School makes it imperative that at least one person in the academic department be of sufficient stature professionally to offer competent leadership in the total instructional program. He should have recognized competence in the educational program in general and in special education of the blind in particular. The scope of his competence should include an understanding of special education for children with multiple handicaps. The self-evaluation reports refer to this person as "the principal" but in this particular School the educational leader must be more than what is usually understood by the term principal. The importance of the guidance services which should be rendered and the special nature of the academic program call for an unusual person. This position should be established immediately, with a salary commensurate not only with the duties





to be performed but also with the preparation required for the position. It should not be necessary to resort to special fringe benefits in order to attract a capable person--the position and adequate salary should be established.

**RECOMMENDATION:** A position of educational leadership be established immediately with full responsibility for directing the instructional program in the academic department. The salary should be commensurate with the preparation level required (master's degree plus specialized study for the position) and with the duties to be performed.

#### 4. Personnel Qualifications for New Teachers

It is reported that under the present limitations the School cannot compete with even the local public schools for regular teachers, much less attract teachers with the special preparation for teaching blind or partially-sighted children. As a first step it would seem desirable to specify the qualifications which would be considered adequate for each position. In setting these qualifications, it should be considered that the person is first of all a teacher of children and should qualify as a teacher. Since this School operates a specialized program the teacher should have additional special preparation for this type of program. The Kentucky standards for preparation-certification of public school teachers in special education should be acceptable for this purpose. When, and if, it is necessary to employ persons with lower qualifications than the accepted standards, it should be considered only on a temporary basis.

**RECOMMENDATION:** Standards for special education certification of new personnel should be defined and established for any additions to the faculty.

#### 5. Salaries for Instructional Personnel

The Committee was fortunate to have among its members a Senior Personnel Analyst from the State Department of Personnel. It was learned that the salary scales have been recently revised and have been rated in accordance with the State plan for other personnel with similar academic preparation. The Committee studied the salary provisions and several observations seem to be in order.

- a. The variation in the qualifications of the teachers now employed and of those who are apt to be employed in the future justifies setting up several different salary brackets for teachers.
- b. The following plan is presented as one possible approach:

Standard Preparation

Master's Degree, with appropriate preparation as a teacher including special preparation for teaching in the special education area.



**Provisional Preparation**

Bachelor's Degree, with appropriate preparation as a teacher including special preparation for teaching in the special education area.

**Temporary Preparation**

Bachelor's Degree, with appropriate preparation as a teacher but lacking the special preparation for teaching in the special education area.  
(Persons in this category to be employed only with the understanding that they will continue their preparation for teaching in the special education area.)

**Emergency Category**

Persons who must be employed from time to time but who are not prepared as teachers.

- c. The determination of pay grades to be assigned to each level should be made by first ascertaining the salary levels in the Louisville area for classroom teachers with comparable preparation and then adding an increment for the specialized preparation necessary for this particular teaching assignment. It should be recognized that the professional person who prepares himself for teaching in a field which has limited employment opportunities should be given some consideration for his specialty.
- d. Special provisions should be made for any specialists or administrative personnel who may be employed from time to time. Again, the Committee would emphasize that the recommended salary scale should apply only when the persons measure up completely to the standards of preparation which may be established for the specific position.

**RECOMMENDATION:** A special study should be made with the assistance of the State Department of Personnel and the State Department of Education to set up the desirable qualifications for new faculty members and to develop for adoption a salary schedule which offers competitive salaries for such teachers. There should be sufficient steps in the salary schedule to provide for the varying levels of qualifications of the teachers.

**6. Orientation of New Staff Members**

The Committee learned that new teachers are referred to one of the more experienced members of the staff for instruction in the reading of Braille. After exploring this process with the persons involved, it appears that, in essence, this is all the orientation that a new person receives. The Committee raises the question: Is a regular public school teacher prepared to teach in this special education area simply by adding a knowledge of Braille to his previous preparation? The Committee on Personnel has already stated its position with respect to the desirable qualifications of staff members.





When, and if, it is necessary to employ persons who have not had specialized preparation for teaching the blind, a more definite and comprehensive plan of orientation of these persons should be conducted. The educational leader of the academic department is the logical person to assume this responsibility.

RECOMMENDATION: An adequate plan of orientation of new staff members should be put into operation.

#### 7. Continuing the Professional Growth and Development of the Teaching Staff

In a professional field so dynamic as teacher education a continuing program of in-service education for teachers is essential. The present teaching staff at the Kentucky School for the Blind has expressed a desire for educational leadership in this area. The Committee feels that the teachers are not able to realize their own professional potential unless there is a definite provision made for the cooperative study of instructional problems by the staff. Assistance in initiating the in-service program is available from the State Department of Education.

RECOMMENDATION: That the opportunity be provided for the faculty to study their instructional problems through a program of in-service teacher education which focuses on the problems identified by the faculty.

#### 8. Additional Personnel Needs

The reports of the other Committees will no doubt include recommendations for additional personnel and will support these recommendations with evidence of need. The Committee on Personnel does not at this point suggest a certain number of additional persons but it does identify certain areas of service which are not presently filled. It is recommended that further study of the personnel needs be made jointly by the administration of the Kentucky School for the Blind, the State Department of Education, and the State Department of Personnel. The following services are urgently needed:

- a. A position of educational leadership as outlined above.
- b. Professional guidance and counseling services.
- c. Professional student personnel services for the home life and the social life of the students. This point needs further elaboration. The Committee visited some of the dormitory accommodations. It appeared that a large number of young children are housed closely together and that the small number of house-parents makes it impossible to give adequate attention to the home-life needs of these youngsters. This is a vital consideration in an institution where the young children have been separated from their parents and practically herded together in a dormitory situation. The Committee does not have sufficient time to study this situation at length, but the problem should receive immediate, and careful attention.

RECOMMENDATION: A small committee should be set up to review all of the recommendations for additional personnel which are made by the other committees and to study the personnel needs at length and come up with final recommendations. Particular attention





should be given to the home life of the children in the dormitories and the personnel required to provide the appropriate services. In making this study, the committee should at least have the consultative services of a recognized authority on the housing of young children in an institutional environment.



## SCHOOL PLANT FACILITIES

The following comments represent a consensus of opinion on the condition of the Kentucky School for the Blind located at Louisville, Kentucky, and recommendations of the School Plant Facilities Committee for improvement at the School.

### 1. Administration and Classroom Building

The Committee was aware of many needs existing in the School. However, there was unanimity of opinion concerning the need for replacement of the administration and classroom building. The general comments that follow detail the shortcomings of this building:

#### a. Structure

This building, over 100 years old, constructed of masonry and wood, embodies all the shortcomings inherent in the 19th Century architecture. It is wasteful of space and three of the five floors are not even utilized. The Committee generally feels that the structure does not lend itself to renovation and modernization.

#### b. Classrooms

Classrooms are poorly decorated and extremely cluttered, and lack suitable storage space. Pupil wrap storage and small shelves which are poorly designed lend to the overall depressive atmosphere. The classrooms have very poor natural and artificial lighting and ventilation. They are generally gloomy, dark, uninviting and discouraging both to pupils and to teachers.

#### c. Equipment

Classroom equipment that exists is inadequate and is usually ancient. Of particular note was the extremely poor equipment in the home economics, laboratories, and piano tuning sections. Every attention should be given to furnishing the best learning environment through proper equipment in the classrooms.

#### d. Administration Space

Although administrative spaces were generally adequate, the committee feels that a conference room and reception room are needed badly.

#### e. Sanitary Facilities

Toilets are improperly located and in many instances inoperative. It was noted that some of the lavatories were without valve handles. The toilets are difficult to clean due to their age and as a consequence are often dirty and unsanitary.



f. Safety

This building has been condemned by the State Fire Marshall. The Department of Education is on record as disclaiming all responsibility as to fire safety in this building. Inadequate storage causes equipment to be stacked in the hallways and thus becomes a particular hazard to a blind person. Water fountains, radiators, and other necessary hallway equipment should be recessed in the walls. Fire escapes, in many instances, are inadequate and no longer usable.

2. Kitchen and Cafeteria

This building, though reasonably adequate, is poorly located in relation to receiving goods and service. A much needed improvement would be a central dining area for noon-day meals which would have features which would permit its use as an auditorium area, conference area, or playroom area. It was noted that there is an unsuitable and inadequate space for storage of food.

3. Kindergarten and Girls' Dormitory

The kindergarten and girls' dormitory is generally adequate. However, there are no adequate storage facilities and few provisions for privacy.

4. Boys' Cottages

The boys' cottages are overcrowded and serious consideration should be given to construction of intermediate dormitories for both boys and girls. This would permit separating the children by age groups.

5. Gymnasium

The gymnasium presently furnishes no physical education facilities for girls, in that there are no proper dressing rooms and shower rooms for their use. The Committee feels that these facilities should be provided in order that an adequate health and physical education program can be conducted.

6. Maintenance and Operation

Personnel and funds for maintenance and operation are not adequate to properly do the job. This is evidenced by old peeling paint, cracking and falling plaster and generally poor housekeeping throughout the entire plant. Without a proper program of maintenance and operation even the best facilities rapidly deteriorate. This should be one of the prime considerations in budgeting both time and money.





## EDUCATIONAL PROGRAM

This committee recognizes the challenge that presents itself to special educators in providing an adequate program for children who are blind and commends the teaching staff of the Kentucky School for the Blind for their efforts to provide for the growth and development of the whole child.

The following general observations apply to the total educational program:

1. There was agreement as to the need of a school principal to concentrate on upgrading the total educational program.
2. There was obvious need for a thorough development of overall plans, purposes and curricula offerings. The committee got the impression that much good was going on but that there was a definite lack of overall planning and articulation. Teachers did not seem sufficiently aware of the total program concept which points up a need for an in-service training program.
3. Greater attention needs to be given to providing the children at the School for the Blind more of the social and educational opportunities which are enjoyed by sighted children.
4. More emphasis should be directed toward meeting individual needs of children through the provision of a variety of learning experiences. With the small classes, there is an optimum opportunity for flexible grouping and individualized instruction.
5. More attention should be given to the development of good attitudes, appreciations and understandings in the student.
6. There was very little evidence that pupils are given opportunities to prepare and plan learning experiences.
7. It seems that subject area programs are not planned in keeping with a school philosophy and some staff members were not aware of a specific school philosophy.
8. The teaching staff needs to evaluate more closely trends in general education in relation to the needs of blind children in order to make necessary adaptations in curriculum aids and program.
9. Although the teachers on the whole were devoted to their work, there was evidence of a need for more highly specialized training. The present teachers should certainly be retained and given security, but they should be encouraged to pursue additional training in the specialized field of education of the blind. When teachers are added, they should be employed only if they have special training.



10. Teaching methods and techniques may need further study.
11. There seemed little opportunity for teachers to participate in research and experimental projects.

The following recommendations are made relative to the total educational program of the school:

1. There needs to be developed a school philosophy upon which an educational program can be developed that will be continuous from kindergarten through the completion of the program involving the total staff.
2. There should be a school principal employed to devote full time to the instructional program.
3. There should be a continuous in-service training program to:
  - a. Constantly study the growth and development of the whole child.
  - b. Study, experiment with, adapt and utilize modern educational trends with relation to the needs of the blind.
  - c. Develop curriculum guides to offer the blind child a logical and sequential order to learning in all areas of the curriculum.
  - d. Joint selection of teaching aids and equipment.
  - e. Develop a testing program and study and evaluate uses with the blind.
  - f. Develop and study utilization of cumulative pupil records.
  - g. Experiment with new methods of developing the other senses to compensate for the lack of vision. Motivation and psychological factors must be constantly studied.
  - h. Study methods of systematic observation and follow-up, keeping in mind the blind child's interpretation of and relationship to his total environment.
  - i. To develop ways and means of better preparing the blind child for living successfully in a sighted world. This should serve as a long-term objective in planning for the specific activities a child will encounter in his school years.
  - j. Carry on a program of experimentation and action research as to better methods of teaching blind children. As a possible area for exploration, consider the





Japanese abacus. This device, which now is beginning to attract the attention of educators in western society, has been used for centuries by the Japanese for the purpose of solving swiftly and accurately the simplest as well as the more complex problems in arithmetic. In numerous competitions, abacus operators have out-performed accountants using the most modern electric calculators.

In contrast, a blind person interested in the study of mathematics is forced to do calculations using awkward and cumbersome methods. He either does mental arithmetic relying on his memory for the retention of numbers; writing out the process in braille, which is both time consuming and tedious; or he is forced to use one of another of the various "slates" which are elaborate peg boards.

In the light of this recommendation, if the abacus could be modified to make it practical for touch reading by the blind and if adequate instruction in abacus techniques could be furnished to blind elementary students, it might well be that many of the severe limitations now faced by the blind person who would pursue mathematics could be removed enabling his active mind to reach out to unlimited horizons.

The following observations and recommendations are made relative to specific areas of the program:

1. More instructional materials and varied procedures are needed for the mentally retarded and slow learners.
2. There needs to be more emphasis on health instruction as it relates to daily living.
3. The kindergarten and first grades were too large. Eight (8) children per teacher is an optimum number at this early age when the blind child needs wide experiences and much individualized attention.
4. The sciences, art, health, music, physical education and recreation experiences should be planned on a twelve grade basis. Specific recommendations for these programs are as follows:

#### ART

The content of the art program is very limited with experiences in certain crafts such as chair bottom weaving and basket weaving receiving the major emphasis. The art room has adequate work and storage space for the present program.

The evaluation committee recommended that the program be expanded to include activities which will give the students opportunities to work and create with a wide variety of materials. Clay in particular, which has been widely used in educational programs for the blind, could be introduced into the program. This material is also a natural because its forming and shaping may be done entirely by hand.





Collage construction which deals with practically every material available may also be made part of the art program. This would give the students an opportunity to create objects which produce unique tactile sensations.

As the art program is expanded, every effort should be made to involve every child at all levels in the program. The students in the Kentucky School for the Blind have the same basic need to create objects which reflect their own unique personalities as do the other children in Kentucky.

## MUSIC

The music program as a part of the over-all plan of education is contributing to the development of those children handicapped by sight deficiencies. The nature of the instruction necessary for the musical development of these children presents a problem in regard to reaching large numbers of students. Yet, efforts to include all children possible in the program are being made with considerable success. Many students are being provided musical experiences at their level. A specially talented student does have an opportunity to go as far as he can under operational conditions.

There are several problems which will be found in any school of this type:

1. The introduction of braille as a means of presenting musical ideas to the students is questioned by many of the regular teachers because of a symbol system which tends to confuse inexperienced braille readers. The feeling that students should have a reading system of braille well established before attempting to use it in the musical context seems to prevail.
2. Obtaining musical ideas from braille presents another difficulty in that the hand must be used to identify symbols and therefore precludes the use of it in playing the piano. This means playing part of the musical idea with one hand or memorizing what is conveyed and playing from memory. There is always the problem of relocating the keys on the piano.
3. The symbols system is incomplete, resulting in difficulty in determining a complete chord.

The above is related mostly to the playing of the piano which, of course, is very popular with the blind person. While many such persons develop great skill after considerable basic development, it is difficult to arrive at the state of competency which permits broadening of the repertory.

There is need (in all such schools) for the development of a symbolic system which is comparable to the one used for sighted children and will permit freedom of the hand in the communication of ideas through this media. One question may be, Is it possible to develop a system through other bodily contacts, allowing freedom of the hands for playing?

There seems to be a fine response to a rather small band. Because of the size of the school and the fact that not all students will benefit from this type of instruction, it may be that the band could be developed only slightly more. Instruction did not take place during visitation. Consequently, this group was not observed in action.





Another possibility is the further development of audio devices at aid instruction through imitation. Effort has been made along this line, but it involves the conditioning of the student to the extent that he may rapidly identify musical ideas (audibly) and convert the sound to the piano keyboard.

The chorus at this school is obviously a source of great satisfaction to the students and certainly important as an instructional device beyond that related to musical values. It helps rhythmically in the development of vocabulary and is an agent of mental stability.

The quality of the music produced by this group is rather high. Particularly is it able to maintain the established pitch to a greater degree than most sighted choruses. The chorus at present learns mostly through a rote imitation process. Additional music and words in braille should serve to facilitate learning.

The piano technology program as a secondary aspect of the music program is certainly a valuable part of the total program. It seems that this program is very effective and that many students prepared through this program are contributing in an important way.

It would be suggested that all teachers work with the idea of improving the possibilities of transmitting and communicating ideas, even to the extent of some research into the improvement of the system or the development of a new one. Mathematical symbols are now more related to symbols for the sighted and a great deal more workable. This is needed in music.

The younger students should derive considerable satisfaction from the use of bells which they could use under certain conditions. The autoharp may be learned with very little difficulty by students at most levels. This instrument can supply an interesting part of the school experience as well as contribute to the desirable use of leisure time.

Several autoharps could be used effectively since the assistance of the music teacher is not needed at all times. With most music series the classroom teacher can determine if it is used correctly, and regular braille may be read by a student while another student plays. Chords could be transcribed with little effort. Both teachers are very interested in their students and effective when considering the conditions under which they operate and what is available with which to work. The response of the children is very good in the cases observed.

## HEALTH, PHYSICAL EDUCATION AND RECREATION

There is a well-planned program of health and physical education for boys. The School should employ a woman physical education instructor to work with the girls. There should be a definite organizational plan for a total health, physical education and recreation on a twelve-grade basis. Since blind students do not, as a usual thing, receive sufficient muscle activities, it is important that many varied activities be planned which are suitable for each sex. Such activities might include track, wrestling, tumbling, skating, swimming, hiking, bowling, et cetera.

Provision should also be made for a planned after-school-hours recreation program. While it is desirable not to have children under direct supervision all the time, it is important to have an organized program. Either the physical education teachers should be assigned recreational duties or a recreation person should be employed.



## LABORATORY COURSES

Subjects such as mathematics; the sciences, including biology and physics; the home economics areas such as foods, child care and clothing; and the various shop areas require much imagination and resourcefulness on the part of the staff. Much time is needed in experimenting, initiating, developing and evaluating each of these areas to be assured the blind child is benefitting and not just being carried by those children with vision and the enthusiasm of the teacher.

## SECONDARY PROGRAM

The Secondary Program is organized on a six-year plan serving grades 7-12 with forty (40) pupils enrolled, only one of whom is a senior. The program of studies when compared to the regular high school program consists of eighteen (18) units as follows:

English	4 units
Social Studies	2 units
Mathematics	2 units
Science	2 units
Foreign Language	2 units
Music	1 unit
Home Economics	2 units
Business Education	2 units
(typing only)	
Health and Physical Education	1 unit

In addition to these, a number of non-credit courses are offered including piano, speech, industrial arts, physical education and piano tuning.

The staff consists of 10 teachers, three (3) of whom have no degree. Six (6) classes are being taught by teachers who have insufficient training in the subject matter field.

The whole program of secondary education is questioned as to its adequacy as it is now organized and it was felt that it should be very scientifically studied and reconstructed with definite goals established. The whole area of where the high school blind student should be <sup>educated</sup> objectively evaluated and definite policies established.

## THE LIBRARY PROGRAM

The library room was too small with entirely too little shelf space. There were no reading tables and chairs where students may sit and utilize materials. There was no qualified librarian to work with the students and teachers and the library appropriation is inadequate to provide materials for the needs of the pupils. The following recommendations are appropriate:

1. Talking book rooms or booths should be included in the library space. Also, earphones should be provided so that listening can be done without disturbing others.
2. Provision should be made for a library reading room large enough to accommodate reading groups as well as individuals.





3. The library should contain shelf area and adequate shelving for a great number of volumes necessary for educating the blind.
4. A qualified librarian trained to work with the blind should be in attendance at all times.
5. The library should be equipped with more braille books for elementary and intermediate grades, some of which are designed for remedial reading purposes.
6. The library should contain a greater number of magazines and pamphlets in braille.
7. Plans should be developed for using library facilities in connection with curriculum.

### INSTRUCTIONAL MATERIALS

The instructional materials and audio-visual equipment was very inadequate. There needs to be considerable study and ingenuity used in wisely and economically selecting from the dearth of materials, aids, tangible objects, etc. available. Much greater use needs to be made of recorders, radios, talking book machines, maps, geometric forms, and the like.

An investigation should be made as to the feasibility of securing an appropriation for the Kentucky School for the Blind to enable the purchase of braille and large print books as a part of the State Free Textbook Program. This should be done to supplement the small per capita allotment from the Federal government under the Act "To Promote the Education of the Blind".



APPENDIX II

COMPENDIUM OF OBSERVATION FROM COMMITTEE VISITS TO OHIO AND  
MISSOURI SCHOOLS FOR THE BLIND

APRIL 1961



## OHIO SCHOOL FOR THE BLIND, COLUMBUS

### COMPENDIUM OF OBSERVATIONS FROM COMMITTEE VISIT - 20 April 1961

#### A. NOTES ON BLIND STUDENT POPULATION IN OHIO:

1. From 245 to 250 are enrolled in day school programs in various cities in the State.
2. 190 are enrolled in residential school at the School for the Blind.
3. No figure recorded for blind children of school age not attending school; however, good co-operation is reportedly received from the school districts in reporting blind children being educated locally or eligible for education at the residential school.

#### B. NOTES ON PROCEDURE USED IN ADMITTING BLIND STUDENTS:

1. The school districts recommend children to the Director of Special Services, Department of Education.
2. In co-operation with the University, regional clinics are held in May and June of each year, in the four corners of the State.
  - a. The clinic team consists of:
    - (1) A psychologist from the Division of Special Education.
    - (2) An educationalist from the Division of Special Education.
    - (3) A psychologist who devotes half-time to the School for the Blind and half-time to the School for the Deaf.
    - (4) A teacher from the School for the Blind.
  - b. The clinic team recommends where the child referred to it is to go to school:
    - (1) Public School
      - (a) Day school for partially sighted
      - (b) Day school for totally blind
    - (2) School for the Blind (a residential school)
    - (3) School for Retarded Children

and later reviews the record of the child, to see if it has been properly placed. Here, as in other states, the number of children with multiple handicaps seems to be increasing.

3. Under a policy recently adopted by the Ohio State Board of Education, the Division of Special Education maintains a central registry of all pupils of school age. Requests for educational planning for all legally blind children of school age are referred to this department via the





superintendent of the local school district. These referrals are then handled as follows:

- a. A team of two psychologists and two educators representing the Ohio State School for the Blind and the Division of Special Education meet with the child and the parents. This team has an ophthalmological report, and, in many instances, other pertinent data available. Using this as a basis, each child is given an educational and psychological assessment.
  - b. This "team" then prepares a written report of their findings. This report is then analyzed by a three -member committee -- Superintendent of the School for the Blind, Director of the State Division of Special Education, and one other approved by the Superintendent of Public Instruction (currently this is the Director of Special Education of the Columbus City Schools.) This committee recommends a Day School or a Residential School program. Such factors as I.Q., emotional stability, general school readiness, parents wishes, availability of local program are given special consideration in arriving at a decision.
  - c. The "team" mentioned above holds clinics at the School for the Blind the last Friday of each month for nine months during the year. The last two weeks in May and the first two weeks in June, clinics are scheduled for a week, or less at each of four universities, to see all referrals. This year these are scheduled at Kent State University, Bowling Green State University, Miami University, and Ohio State University -- these cover the four corners of the States.
  - d. Plans are nearing completion to provide a "medical team" to assess the needs of a typical blind child one day per month for eleven months each year. In cooperation with, and paid for by the State Department of Health, this team of ophthalmologist, pediatrician, and neurologist will provide additional information for all concerned.
4. The child's record follows him to the School for the Blind, where a special teacher examines him for placement, checking I. Q. and for reading ability and knowledge of essentials in arithmetic, etc.
  5. In the student's junior year, or early in his senior year, a counselor from the Services for the Blind, together with a local counselor from the community makes a preliminary contact with the student's family, then cooperates with the School for the Blind to set up a post-school program for the student.



6. Upon graduation, the Federal Vocational Rehabilitation Service for the Blind serves as a follow-up and counseling service.

C. NOTES ON LIAISON BETWEEN SCHOOL AND HOME:

1. Some PTA activity including a PTA Festival.
2. Children must write home once each week. When they cannot, their houseparents do. If students do not hear from home, teachers remind parents of their children's need for them to correspond and keep in touch

Children also write letters to Shriners thanking them for visits to the circus, and to Lions Club members about their Christmas gifts and parties.

D. NOTES ON FINANCIAL ARRANGEMENTS FOR EDUCATION OF THE BLIND:

1. All funds are from state appropriations for the purpose. None are directly from school districts or withheld from them. This encourages the school districts to report their blind or partially sighted students and to provide local facilities which keep children in their home communities with family and friends.
2. No tuition is paid by the family of Ohio students, except for transportation and extraordinary medical expenses, which they pay if they are able. Out of state students are accepted, when there is room for them, at a per capita cost of around \$2,200.00.
3. Where blind or partially sighted children are enrolled in day school programs of the public schools, the school district receives a supplementary state appropriation of \$2,000.00 per room, with a minimum of seven (7) students per room.

Superintendent D. W. Overbeay of the School for the Blind recommends not over:

10 students in kindergarten  
12 high school students in general courses  
8 high school students in science, etc.

4. Additionally, for each totally blind child in kindergarten or in grades 1 through 8, the school district is reimbursed for one hour of reader service per day; and for each totally blind student in high school, the school district is reimbursed for two hours of reader service per day.
5. The total operating budget of the Ohio School for the Blind for the fiscal year 1960-61 was \$414,762.64. For 1959-60, the amount spent was \$419,218.50, and this amount is broken down in the annual report of





the superintendent, copies of which each of the visiting committee members received. This report included only \$2,685.37 for building repairs and building materials, which is a very small amount even though the school plant was new when occupied in September 1953.

\$321,383.91 of the 1959-60 expenditures (76.6% of the total expenditures) was for personal services.

\$419,218.50 ÷ 190 students = \$2,206.41/each student = annual operating cost of this residential school for the blind in 1959-60.

#### E. NOTES ON TEACHERS' SALARIES AND STAFF:

1. The immediate supervisor of the Superintendent of the Ohio State School for the Blind is the assistant superintendent of public instruction.
2. The Division of Special Education is an adjunct of the Ohio State Department of Education, as is the Ohio State School for the Blind. They are "sister" divisions, and work cooperatively in many ways.
3. Teachers are classified in four pay grades, with five steps in each grade, and are paid for ten months work each year.
  - a. Teacher 1 = provisional  
\$360-\$440/mo.
  - b. Teacher 2 = 4 year baccalaureate degree + provisional teachers certificate (no credit for experience)  
\$420-\$500/mo.
  - c. Teacher 3 = master's degree  
\$525-\$630/mo.
  - d. Teacher 4 = master's degree + 5 years or more of experience  
\$550-\$660/mo.
4. Number of teachers broken down by classification in terms of degrees.

Ph.E	1
M.A.	5
B.A.	1
B.S.	16
B.E.	1
B.M.	3

Three year 5

Total 28 (Includes Superintendent and two Principals.)





5. Teachers must meet all requirements of the State Department of Education for certification, plus the additional requirements of the Division of Special Education (including eight semester hours of special training in Braille, philosophy, etc.). They are paid the same as teachers in regular school and receive no bonus for their special educational training for work with the blind.
6. There are 27 on teaching staff; 84 total staff.
7. Number of other professional staff members, their classification, and a general brief statement about their work.
  - a. Psychologist (half-time). Makes psychological assessment of pupils, consults with staff, assists with vocational and other guidance, works with houseparents, parents and children. A key person, Could be useful full time to great advantage.
  - b. Medical Doctor (part-time) Supervises general physical examination for all children each year. Holds clinic in school infirmary six mornings each week. Is always available in case of emergencies. Performs no operations.
  - c. Ophthalmologist (part-time). Routinely examines eyes of each pupil once each year -- more often if deemed advisable. Is ever available for emergency service.
  - d. Nurses, R.N. (two ---full-time). Work with medical staff. Attend to routine illness. Take children to special clinics and hospitals when necessary.
  - e. Dentist (part-time). Spends one morning each week at school. Examines teeth of each child. Does only minor extractions and fillings.
8. Pupil-teacher ratio for lower six grades. One to 10.7
9. Pupil-teacher ratio for upper six grades. One to 5.1
10. There seemed to be no shortage of teachers or help in any direction at the Ohio School and we were very favorably impressed with the absolute cooperation between the superintendent, his faculty, and the entire staff.

#### F. NOTES ON EDUCATIONAL PROBLEM:

1. The general organization of the school is on the 6-6 plan.
  - a. One kindergarten class is taught.
  - b. Ten elementary classes are taught:

2-1st grades (average + slow)  
 2-2nd grades ( " " )



2-3rd grades (average + slow)  
2-4th grades ( " " )  
+ special combined (3rd + 4th + 5th) grade for exceptional students.

1-6th grade

(See the annual report for the curriculum.

No foreign language is taught in elementary school.

c. Age has nothing to do with placement in grades. A strong effort is made to keep students making some progress, however.

The system of promoting students seems to be somewhat haphazard, depending largely on the teacher. The teachers give some tests, especially reading tests.

d. A remedial teacher works with children at all age levels, with specific emphasis on language arts - not related to I. Q.

## 2. Curriculum of upper grades:

a. Sixth, seventh, and eighth grades are taught Arithmetic, English, History, Literature, Science, Spelling, and Public School Music.

b. High School students are offered subjects in:

1. Mathematics: H.S. Arithmetic; Algebra I
2. Science: General Science; Biology
3. Languages: H. S. English; French I or II, Latin I or II
4. Civics: American Government
5. Economics: Economics-Sociology
6. Commercial: Junior Business Training; Typing
7. Home Economics: Home Economics; Home Engineering
8. Industrial Arts and Crafts: Industrial Arts; Basketry; Caning; (Broom making has recently been discontinued)
9. Music: Band; Chorus; Instrument; Music Appreciation; Hammond Organ; Piano; Piano Tuning; Voice.
10. Special Instruction: Braille Instruction; Speech; Stand Training; Travel Training.
11. Physical Education
12. Vocational Guidance

## G. USE OF THE SCHOOL PLANT:

1. The school offers a nine-month program to blind students, corresponding to the normal program for other public schools in Ohio -- not less than 176 days of instruction in each school year.
2. During the summer the School for the Blind offers a three-weeks college credit course (four quarter-hours or three semester hours) in braille and the various other





facets of blind education. For this course, college students and others (including School for the Blind employees taking in-service training) live at the school three weeks for \$70.00 (room and board).

Employees taking in-service training receive credit thorough Ohio State with no tuition charge. Superintendent Overbeay is not sure of the tuition situation for other students.

#### H. PHYSICAL PLANT:

1. The location (5220 N. High Street, Columbus 14, Ohio) is in Worthington, suburban Columbus. The old campus in Worthington was abandoned in 1953 and the new facilities constructed at a cost of \$3,075,000.
2. The site of the school is 99 acres of a 235 acre golf course purchased by the State of Ohio for \$100,00.00, with the remainder of the area devoted to the School for the Deaf. The site is beautiful, as well as spacious, and some of this beauty is perceptible even to the blind student-the gentle breezes associated with open space; the feel of well-kept lawns; and the fragrances of the many plants. By setting the school plant well back away from busy High Street, a quiet, restful academic atmosphere has been achieved. The site of the school buildings is almost level, just slightly rolling.
3. The complex of buildings includes an Academic Building, with offices, library, classrooms, shops, infirmary, gymnasium, and auditorium; and eight Cottages, with the Superintendent's quarters attached to one of the cottages. The buildings are all connected by covered walks which touch the buildings from time to time but leave interesting courts and avoid extensive porch-type arrangement. The walks are so arranged that student traffic between buildings does not cross any driveway.

Metal roof deck with corrugations down was used to roof over walks, and where this deck rests on steel angles on each side, literally thousands of ready-made bird houses were unintentionally provided, and the resulting problems leaves everyone but the birds quite unhappy about the arrangement.

The Academic Building is two stories high, with a partial basement. Other buildings are single story. Construction of most buildings was started 1950 and they were occupied in 1953. The gymnasium was built later -- around 1955.





4. Offices include the superintendent's office, with an adjacent secretarial office, departmental offices scattered about the building, and presumably offices for the elementary and high school principals--although we did not take note of these.
5. A generous lounge near the superintendent's office, at the school's main entrance, serves as a public area and, being adjacent to the library and at the cross-roads of much student traffic, serves also as a student lounge. The bright colors used in the lounge have a good psychological effect on visitors, and possibly are perceptible to a few of the partially-seeing students.
6. The library is large, partially because it doubles as a study-hall, but particularly because of the special need of a braille library--where 6 inches of shelf space is needed for an issue of Reader's Digest, a separate case for a dictionary, and 43 lineal feet of shelf space for an encyclopedia. The library at the Ohio School for the Blind has 918 lineal feet of shelving in its main stack area, with some additional shelving in the basement, and there is a need for additional shelving.
7. A snack bar is adjacent to the library, at the opposite end from the public lounge, and this is a popular meeting place for the students -- corresponding to the College Inn to be found on a typical college campus, though smaller in scope--and it also serves as the training area for students studying stand operation (Note: 3-6 month's additional training in stand operation by Services for the Blind is still needed after graduation).
8. Lockers in corridors are totally recessed in walls, with a 6" high base that projected just beyond the limit of the locker door opening at a limit of 90 degrees. It is noted that lockers should be of a depth to accommodate braille books, which have a minimum dimension of 11 $\frac{1}{4}$ ".
9. We have made no attempt to count classrooms, feeling that the course of study was inadequate and inapplicable to anything we should do in Kentucky. However, notes on certain of the areas and on points of discussion are as follows:

a. Academic Classrooms:

Academic classrooms here are similar to standard classrooms except much tackboard and must less chalkboard.



The need for special "withdrawal rooms" (as suggested by some in the self-study of the Kentucky school) was discounted by Superintendent Overbeay of the Ohio School. He feels that a teacher should be able to handle up to 15 students in a normal classroom.

- b. Kindergarten, first, second, and third grade classes consisted of rooms of irregular shape enjoying light from two exposures. They are not equipped with acoustical tile ceilings; however, it is indicated that this would be an asset to the design. These rooms are large in size, equipped with piano, jungle gym, toys games, and high intensity illumination. Very adequate cupboard and storage space is provided, with two separate water closet cubicles for these younger students. Sliding doors should be avoided as these inevitably malfunction.
- c. Multipurpose room for kindergarten through fifth grade. This room was equipped with stage, kitchenette, and storage area with a seating capacity of 100 chairs. It is used for PTA meetings, chapel, Theatricals, dramatics and musical ensembles. It was noted that the top of the stage platform for the last 12 or 12 inches in the direction of its nosing, was warped up at approximately 5 degrees, which enabled these handicapped students to realize that they were at the edge of same.
- d. High School classes are located on the second floor of the building. Principal's office is located at head of stairway, with visual panels that are considered very good. Principal's psychologist should be adjacent to the principal's office but should have no visual connection with student's hall or stairway. This is required in that it creates a distraction both for the student in the psychologist's office as well as in the student corridor and stairway.
- e. General high school academic rooms: These areas have seating capacity of approximately 15 students with storage areas for braille books, stereo-hi-fi, talking books cubicles, cloak closets, chalk boards, and tack boards. These rooms are not equipped with acoustical tile. High school typing and general business class rooms consist of approximately 25 desks, equipped with typewriters, and two sub-rooms which are used for I.B.M., Burroughs, and other business accounting machines.
- f. High School Science Room: No individual laboratory tables for students. Instructor's laboratory table,





storage and supply room, greenhouse, closets, braille book storage area, blackboard, tack board.

g. High School Home Economics: Cooking area has four complete kitchen set-ups, including range, kitchen sink, refrigerator, and pertinent cabinet equipment. These four set-ups are of different colors; namely, blue, red, yellow and green. Adjacent to this area is a laundry room set-up with washer, dryer, roll ironer, and two laundry trays. Adjacent to this area is a homemaking room equipped with living room furniture, dining room furniture, china cabinet, etc. Each of the girl students is required to prepare a meal, set the table and serve a full meal in order to complete her work in home economics. Adjacent to this area is a high school girls' sewing room. It was noted here that the various drawers for students work should be of a removable type, in order that each student can take her work to the work table area, and at the close of a session, she can return same to the drawer slide where it belongs. None of these rooms have acoustical tile; however it was suggested that there should be acoustical tile applied in the sewing room. It is also pointed out that sewing is not an extremely practical vocation for persons with this handicap. Comment by Mr. Burklew, Principal of the Senior High School was that academic rooms should be located on south and west exposure, with vocational rooms located on north and east exposure, if possible in architectural plans.

h. Piano Tuning is taught here as a four year course, of which two years are two periods per day. The supervisor of this department feels that 1800 hours of piano-tuning instruction is needed before the student is prepared to go to work, and a student cannot get this all at the Ohio School. After graduation from the School for the Blind, it is recommended that the student take an additional year of training at a school in the State of Washington.

Three tuning booths are located adjacent to the principal instruction area of this department.

i. Machine Shop and other Industrial Arts work are listed in the School's brochure as being on the "must list" of boys.

The shop supervisor seemed proudest of a type of small wooden puzzle that was being made (of the type where you juggle little flat pieces of wood around until you "solve" it by getting them where you





want them), and there was little evidence of any other projects.

- j. Woodworking Shop: This was equipped with six student work benches, electric disc sander, circular saw, lathes, drill press, and carborundum grinder. Electrical and plumbing instructions are given in this area.
- k. Cane Shop and Broom Shop: These rooms had the usual equipment; however, vocational activities in these areas were at a minimum.
- l. Maintenance Shop: Contained wood turning lathe, metal lathe, band saw, power planer, electric drill press, electric hack saw and welding equipment. This shop was used primarily in maintaining the school building, with the additional usage by advanced students from the woodwork shop.
- m. Weaving and ceramics Shop: This includes weaving of small scatter and throw rugs. Ceramics work includes small items of fired jewelry and crockery.
- n. Physical Education:
  - 1. Basketball is considered a great sport by the blind boys and is played with modified rules which give credit for touching the backboard, more for touching the rim, and of course still more for a goal. The boys get quite good at free-throw shots from the foul circle.
  - 2. Wrestling is also a top sport and the designers of the Ohio School failed to provide any place to store the big wrestling mats or other such physical education equipment.
  - 3. Gymnasium should contain adequate storage area for wrestling and other movable equipment. Lockers should be constituted of one full length hanging locker adjacent to one over and under half length locker for each student. Gym floor covering should possibly be a composition tile or similar material rather than maple hardwood, in order to accommodate such activities as roller skating. Girl's shower area should contain one or two individual showers, plus a gang shower. Privacy is not as demanding as in other types of institutions.
- o. Commercial Department

The typing classroom is set up with 16 typewriters and has sink and shelving along one side of room. Typing starts in the fifth grade and there are some problems of immaturity. To offset this, some music and some comedy material is occasionally used in conjunction



with the typing.

A major problem is in teaching blind children to spell.

A small room adjacent to the typing room houses two voice-writing machines--one dictating and transcribing, and one transcribing only--but these look little used.

Use of cash registers, accounting practice, and the psychology of dealing with the public needs to be taught, and to an extent is taught at the Ohio School for the Blind.

p. Music Department:

1. Piano and Organ are taught. In addition to numerous pianos throughout the Music Department, there are two organs and a grand piano in the auditorium.
2. The Music Department which has access to the auditorium stage consisted of 10 separate piano practice rooms, several studio rooms with two separate practice rooms adjacent thereto. Large studio room for chorus practice, individual instrument practice rooms and band practice room. Band room has 15' high ceiling, acoustical tile with acoustical tile halfway down walls from ceiling. Band room contains adequate storage for instruments, record library, braille music library. All music rooms unlike the academic rooms had acoustical tile ceilings with 2' of acoustical tile applied to the top of the walls.
3. Band here is primarily brass due to difficulty in maintaining stringed instruments. The Band room has wood walls to door height and acoustical tile above door height. It is about 24' x 31' with a 7' x 18' shelved Instrument Storage Room adjacent. The Band Room contained a sink and storage cabinet, a teacher's desk, record cabinets, a piano, and student chairs.
4. The Chorus Rehearsal Room is about 17' x 30', with cubicles along one side for record listening, talking-book listening, storage of braille material, teacher's closet, etc. Also has sink and cabinet.
5. The remainder of the music training in this department can be surmised by examination of the departmental staff:





- a. Instrument + Band + Department Supervisor
- b. Piano + Voice
- c. Piano + Organ
- d. Piano + Elementary Classroom Music
- e. Jr. Choir + Sr. Choir + Music Appreciation

- q. Swimming should be a major sport but the Ohio School doesn't yet have a swimming pool. Superintendent Overbeay says that swimming is so important for orientation and mobility improvement, and in building muscle tone for youngsters who don't get normal exercise, and encouraging them to seek activity, that he considers a pool more important than a gymnasium--however, we wonder if the strength of his feeling in this direction might possibly be different if he had the pool and no gymnasium.

Mr. Overbeay says the pool at the Missouri School for the Blind is not big enough--that it should be at least 20' x 30' and preferably 30' x 60' (as in Iowa School) or even 30' x 70'. He stresses the importance of tile walls, floor and beach, and reminds that over-sized filtering and chlorinating equipment is essential to good maintenance.

The school's brochure mentions large recreation areas in the basement of the Academic Building. We took no notice of these.

r. Auditorium Facilities:

1. The main Auditorium is large (440 seats) and elaborately done with sloping floor, acoustically broken ceiling, modified fly loft, etc. The school offers no dramatics but feels it should. As noted above, the auditorium has two organs and a grand piano in it.
2. The Multit-Purpose Room is more often used than the auditorium for meetings, and has a small stage.

Its basic school use is for Kindergarten through fifth grade-- for public school music and lower grade assembly--but it is also used for teacher's meetings, meeting of outside groups, and for dances (round and square). A kitchenette adjacent to it adds to its effectiveness.

Here, and in the auditorium also, the stage has an important safety feature. The front edge of the stage is raised  $1\frac{1}{2}$  inches above the regular stage level, and slopes up to this level from a line 12 inches back from the edge. The rise goes almost unnoticed by the eye but is enough to identify the edge of the stage to a blind student and prevent his walking off it.





s. Infirmary:

The school infirmary is excellent and would almost qualify as a small hospital:

1. Staff includes:

- a. The school doctor (on salary) who conducts a clinic each morning and is on call other times.
- b. a dentist (on salary)
- c. An ophthalmologist (on salary)
- d. Nurses (one on duty during visit)

2. Facilities include:

- a. Waiting room
- b. Emergency room
- c. Clinic + minor treatment room
- d. Fluoroscopy room, with adjacent dark room.
- e. Nurses Station
- f. Utility room, with small cylindrical sterilizer
- g. Diet Kitchen
- h. Ophthalmologist's room, with \$10,000.00 worth of equipment, including an inner eye camera, a lens cabinet with lens, and equipment for testing peripheral vision.
- i. Dental Room, with one dental chair
- j. Hall Toilet
- k. Quarters for one nurse
- l. Quarters for one parent
- m. Five 2-bed rooms for girls
- n. Six 2-bed rooms for boys
- o. Semi-private bathrooms between patient bedrooms.  
(NOTE: An isolation case of measles, mumps, etc. currently kills four beds because of this semi-private bath arrangement. Superintendent Overbeay recommends a lavatory and a water closet for each patient bedroom, with boys' and girls' baths opening off the hall.

t. Kitchen and Dining Facilities; Laundry;

- 1. Kitchen area had usual equipment to serve this quantity of persons; however, it was noted that they bake their own biscuits, pies and cakes, but buy the rest of their bread items. The refrigerators are four walk-in boxes, one containing dairy products, one fresh vegetables, one deep freeze and one root room. Storage room has adequate area for dry and canned foods. Linen sorting and stacking area adjacent to same (no central laundry at this institution). Locker, dressing, and toilet areas



for male and female kitchen help. There is a loading dock adjacent for kitchen and linen supplies.

2. Dining facilities: Staff dining room has seating capacity for 36 people. Private dining room for visitors, etc., has capacity of 10 to 12 persons. There are four (4) general dining rooms for the students, each of these has six tables which seat eight persons, and two table for two persons. Tables have high density laminate tops. These dining rooms have no acoustical tile on the ceilings, but are badly in need of same.

u. Residential Cottages:

Eight cottages are provided, with students assigned by sex and age. Each cottage accommodates 24 students, a head houseparent, and a relief houseparent. One cottage includes an apartment for the Supervisor of Houseparents.

Each cottage has a living room for student use, with soundproof talking-book booths off it, and has a kitchenette. Supplies for bed-time snacks are available to the students just as they would be at home.

Superintendent Overbey recommends never more than two persons per room in cottages, but if necessary to have more, four is preferred to three--because where there are three it is natural for two to team up against one.

Mr. Overbey also recommends that each cottage have at least one single room and preferably two of them; also a guest room.

Cottage bath and shower room should have individual rather than gang showers. Every bathroom in the cottage should have one tub, for students with multiple handicaps, but otherwise have showers.

The cottages also contain office-receiving room, lounge and TV area (television should be elevated on wall at an angle of 35 degrees from the viewer.) Each cottage should contain three (3) talking-book cubicles.

All cottages as well as other buildings occupied by the students, should be constructed with bull nose corners of walls, sills, jambs, stools, with a minimum of sharp projections (it is not necessary to cut a child's head just because he happens to be blind.)

Cottages should contain adjustable closet area, not only for the various students' personal belongings and bed clothing, but for athletic, occupational, entertainment, etc., equipment.





Occupants rooms in cottages should have well ventilated closets and cupboards. It is recommended that these closets and cupboards be constructed of impervious materials such as stainless steel or a high density laminate that cannot be marred by striking with a stylus.

Student rooms in cottages should be limited preferably to two occupants.

v. Mechanical Plant:

We did not examine the mechanical plant, since it would have no direct bearing on our selection of fuel, boiler, etc., however, we did take note that (Nesbitt) unit ventilators were used to provide fresh air as well as heat to the areas.

w. Acoustics:

Care is taken throughout the building to acoustically treat or isolate noisy areas since unnecessary sound is especially distracting to the blind person; however, normal sound is important for orientation, and corridors are not treated to absorb too much sound. Sound echoes are important here in avoiding other people and in identifying intersections, etc.

x. Fragrance Garden: One of the interior court areas has been made into a fragrance garden in which multi-numbers of exotic perfumed flowers and shrubs are grown. The students all enjoyed this area tremendously.

y. Basement Area: Included in this construction was a bowling alley, boy scout meeting room, storage stack area for excess library books, braille book storage, household goods, custodial storage, grounds equipment such as hoses, rakes, shovels, spades, picks, janitor supplies, beds, etc.





MISSOURI SCHOOL FOR THE BLIND, ST. LOUIS, MISSOURI  
COMPENDIUM OF OBSERVATIONS FROM COMMITTEE VISIT, APRIL 18,  
1961

A. SCHOOL POPULATION

1. 221 students are entolled: 90 from the city-county and 120 from the remainder of the state.
2. Enrollment has increased at an increasing rate since 1945, particularly since new facilities were completed.
3. No figure recorded for blind children in state not attending school.
4. Of 221 students in the school, 38 were in sight-saving classes, utilizing large print books.

B. PRE-SCHOOL PROGRAM

1. A 3-day pre-school program for parents and children is held each year at the school.

C. NOTES ON FINANCIAL ARRANGEMENTS

1. All funds are from state appropriations.
2. No tuition is paid by residents; parents pay transportation and \$5.00 per year for incidental expenses.
3. Total operating budget for 1960-61 was \$338,002.00  
In 1959-60 the per pupil appropriation was \$1529, near the bottom of the list nationally.

D. NOTES ON TEACHERS' SALARIES AND STAFF

1. Teachers with Bachelor's degrees: \$3,560-\$4,474/year.
2. Teachers with Master's Degrees: \$3,840-\$4,512.

Both ranges are lower than that for teachers in the St. Louis Public Schools.

3. There are 26 teachers; 1 per 8 enrolled pupils.
4. Both superintendent and principal hold degrees at doctorate level; other teachers qualifications are inconsistent.

E. NOTES ON EDUCATIONAL PROGRAM

1. A program meeting the minimum requirements of the state through high school is offered.
2. Vocational courses are not in the curriculum. The shop courses listed are pre-vocational or resource courses only.



3. The school works with two local schools, one a high school and one a trade school. There are no full-time blind students at either of these two schools.
4. The mission of the school has been defined by the legislature as one of training educable students only. The school has asked for an expansion of duties to include work with trainable students as well, but only because there is no place for students in this category and in the opinion of Mr. Heltzell, no other existing agency would be as well equipped for this job. If the mission is expanded there would be segregation of trainable and educable students.
5. School Program:

SENIOR HIGH SCHOOL CURRICULUM - 1958-1959

All high school graduates of this school meet the minimum requirements as set up by the State Department of Education:

English	3 units
Social Studies	3 units
Mathematics	1 unit
Science	1 unit
Practical Arts	1 unit
Fine Arts	1 unit
Physical Education	<u>1</u> unit
Total Required	11 units
Electives	<u>6</u> units
Grand Total	17 units

In addition to the requirements listed above, all graduates of this school have been required to complete 3 units (including the one above) of work in the Practical Arts of Shop and Home Economics 1/2 unit of work in Vocations and 1/2 unit of work in Salesmanship. This year, these requirements are being waived for: (2) students coming into our school after having completed one or more years of high school elsewhere and (b) a group of our freshmen students who have shown outstanding abilities in academic work and have been willing to go into a rugged academic course of study.

Federal Constitution is being taught and the test being given as a part of the regular work in high school American History and will this year be included in the Social Studies I (Civics) course. Missouri Constitution is being taught and the test given in the Social Studies I (Civic) course.



The following courses are offered in high school grades 8 - 12 for one unit credit:

English I, II and III	Every year
Social Studies I (Civics and II (World History)	Every year
American History	Every year
General Mathematics	Every year
Algebra I	Every other year
Plane Geometry	Not taught in the last five years
General Science	Every other year
General Biology	Every other year
Spanish I and II	Two of every four years
Latin I and II	Two of every four years
Speech and Dramatics	Every other year
Typing I, II, III and IV	Every year
Shop I, II, III, and IV	Every year
Home Economics I, II, III and IV	Every year
Piano Tuning I, II, III and IV	Every year

The following courses are offered for 1/2 unit credit:

Vocations	Every year
Salesmanship	Every other year
General Business	Every other year
Family Relations	Every other year
Psychology	Every other year

The following courses are offered for 1/4 unit credit:

Physical Education	Every year
Band	Every year
Chorus	Every year

The following courses are offered for no credit:

Instrumental Music Lessons (inc. Piano and Organ)	Every year
Vocal Music lessons	Every year

Courses listed as being taught every year will occasionally miss a year. For example, English II and Social Studies II are not being taught this year as there are only two students in the sophomore class. These two are receiving their regular credit in English for work done in other sections working on their achievement levels, and they are taking American History this year and will pick up Social Studies II next year.

Subjects like shop, typing, home economics and piano tuning are not taught every year since there is little demand for them.





## JUNIOR HIGH CURRICULUM - 1958-1959

The following subjects are taken by all students in grades 7 and 8:

*Language Arts (English)	Both years
*Mathematics	Both years
*Social Studies (American History)	Both years
*Science	One Semester each year
**Typing	Equivalent of one semester each year
**Shop	Equivalent of one semester each year
**Homemaking	Equivalent of one semester each year
*Missouri History	One semester either year
*Social Living	One semester either year
***Physical Education	Both years

The following subjects are electives for students in grades 7 and 8:

**** High School Chorus	Both years
**** High School Band	Both years
**** Instrumental Music Lessons (inc. Piano and Organ)	Both years
**** Vocal Music Lessons	Both years

-----  
\* The academic courses meet one period a day, five days a week.

\*\* The practical arts courses meet one period a day, five days a week, for one semester each year or two periods a week for both semesters each year.

\*\*\* Physical education meets from three to five (four this year) periods a week for both semesters each year.

\*\*\*\* The music classes meet as follows: one period a week each for boys' and girls' chorus and one period a week for mixed chorus; two to five students singing the same vocal parts meet for a half-period or a whole period a week for practice, as the schedule permits; two periods a week for band; one or two half-periods a week (during the schoolday) for practice. Music practice may continue after the close of the school day, on week-ends, and at home.

All periods are 50 minutes in length, with 5 minutes passing time between periods.

Students in grades 7 and 8 receive no high school credit for their work, even though they may be taking part in



a high school subject (i. e. band and chorus)

Missouri Constitution is taught and the test given as a part of the course in Missouri History.

United States Constitution is taught and the test given as a part of the course in Social Studies (American History)

This is the second year of a two-year trial program of homogeneous grouping in grades 7, 8 and 9. Students are grouped on the basis of teacher ratings, measured intelligence, and achievement test results into: three sections for Language Arts, Mathematics, and Social' Studies (the last named includes grades 7 and 8 only) and two sections of 7 and 8 grade work in Science, Missouri History, Typing, Shop and Homemaking.

#### BRAILLE CLASSES

Braille classes are provided for pupils who do not have enough sight to profit from Sight Saving classes.

Braille work is started in the Interim and First Grade classes. The use of the Braille Writer in the First Grade is used to acquaint the pupil with not only reading but writing Braille. The slate and stylus are started in the First Grade also as they must be used by pupils in their classes in later grades.

We now have 28 Perkins Braille writers plus 34 New Hall writers. We need a greater number of Braille writers and have some on order at present.

#### SIGHT SAVING CLASSES

So called, Sight Saving Classes, for lack of a better name, are provided for the pupils who have sufficient sight and can profit from such a program.

Large type, Sight Saving books, photographic reproduction of regular texts, are used in this program. These Sight Saving books are printed by the American Printing House for the Blind at Louisville, Kentucky, and supplied to our school through federal funds provided.

With the work of the Low Vision Clinic and improvement in the type of lens used in glasses for pupils, it is now possible for some pupils to profit in Sight Saving classes where formerly they were not able to read print





even with large type books.

Numbers in Sight Saving Classes this year:

First Grade	8
Second Grade	6
Third Grade	4
Fourth Grade	6
Fifth Grade	5
Sixth Grade	9
Total	<u>38</u>

#### F. PHYSICAL PLANT

1. The Missouri School for the Blind is located on a five acre tract in a residential section of the City of St Louis. A large portion of the grounds is covered by school buildings and there is a limited amount of play space available to the boys and girls.
2. The Missouri School is essentially a reinforced concrete direct addition to an older existing structure. The new structures which are on various levels house by far the major portion of the functions of the school. A good part of the older structure is now vacant, although it is connected physically to the new school.
3. The new structure was built in several stages. At one point the Superintendent mentioned the figure of \$1,200,000.00. This addition represents about 39% of the total floor area.
4. The school is considering buying a farm to use as a country campus.
5. Facilities provided include a 16 bed hospital with three nurses, a dental clinic, and even a barber shop. The superintendent observed that the modern tendency is to get the students into the outside world for as many of these services as possible, but he still favors providing these services at the school.
6. The clinic contains a store room for medicine and a place for food preparation.
7. The school contains an area adjacent to the administrative wing with pay phones as well as house phones. The students are reported to enjoy this facility.
8. The school has one elevator but not for students. Its use is for faculty, wheel chair cases, etc. Rather than a handicap, stairs seem to be good training for students.





9. The following materials were used generally in the respective areas of the building:
  - a. Administrative Wing:
    1. Floors - Terrazzo
    2. Walls - Cement Plaster
    3. Ceilings - Acoustic Tile
  - b. Corridors:
    1. Floors - Vinyl Asbestos
    2. Walls - Glazed Structural Tile
    3. Ceiling - Acoustical Tile
  - c. Dormitory Rooms:
    1. Floors - Vinyl Asbestos tile
    2. Walls- Cement plaster
    3. Ceiling - Acoustical Tile
  - d. Class Rooms:
    1. Walls- Glazed structural tile
    2. Ceiling - Acoustical tile
    3. Floors - Vinyl Asbestos
10. Where columns projected into the corridors, hand rails were provided flush with the column face to prevent accident.
11. The structure throughout made use of bright colors and sunlight. The students are directly aware of the sunlight and indirectly aware of the colors through the psychological effect it has on sighted people, which in turn is transmitted on to the students.
12. Controlled mix valves were used for the water system throughout.
13. Air conditioning was used for the office area and auditorium only.
14. The school has two types of alarm systems, one system for fire and the other system for tornadoes and air raids. Drills are frequent.
15. Hopper type windows projecting into the room are to be avoided.
16. Outdoor play facilities (apparently not connected with and in addition to gym and PE facilities) included the following:
  - a. Swings
  - b. Slides
  - c. Jungle gyms
  - d. Play houses
  - e. Fireman's poles
  - f. Paved area for hopscotch



17. To prepare students for life outside the school, a minimum of special aides are provided. Where a special hazard exists, however, such as a column in a play area that a child might overlook in the excitement of a game, there is a change in texture of paving so that the child can locate himself with respect to the hazard.
18. The dormitories are arranged generally with four students to a room, however, each dormitory unit contains one room for two students. The four student room is partially divided into two rooms by the use of a ceiling high partition. Each unit contains four beds, four desks, two dressers with two drawers per student, and a private closet for each student. It is the opinion of the undersigned that the four student rooms at the Missouri School could have been divided into two student rooms with almost no extra space required.
19. It was pointed out that more than four students to a room is undesirable.
20. Each dormitory unit contained a visitors room with private bath.
21. Dormitory units contained quarters for house parents. A buzzer plus a blinker light tells the house parent when students are entering or leaving the building.
22. Fourteen girls per house parent seemed to be the average. Each unit contained a lounge with TV. Talking book booths (2 per lounge) a record player and a drinking fountain.
23. The average class room size seemed to be about 22'-0" x 22'-0". Labs and classrooms containing labs, the kindergarten etc., were larger.
24. 24 students per classroom is a desirable maximum for the average room.
25. Class rooms contained a sink in each room, storage space for aides in teaching, a tackboard and a blackboard.  
  
It is the opinion of the observers that the classroom area should have maximum flexibility with the corridors as permanent partitions, but with partitions dividing classrooms readily movable.
26. The science and mathematics labs have an area for storage of teaching aids.
27. If a teacher heads a whole department, it is desirable to provide an office.



28. Stacking blackboards were helpful in certain areas.
29. Building construction was of brick, curtain wall and reinforced concrete with masonry interior partitions.
30. Missouri School contains an area with a concessions stand, a juke box, tables, etc., to take the place of the corner drug store.
31. While it is considered desirable to have steps in a building for the educable blind, it would be undesirable in a school for trainable blind or orthopedic cases.
32. The gym floor was vinyl tile over concrete.
33. The following sports and physical education activities are provided for:
  - Basketball
  - Shuffleboard
  - Tight rope walking
  - Trampoline
  - Swimming (Pool 60'-0" x 15'-0" x 8½' deep)
  - Skating - Every student has a pair of skates.
  - Bowling (two lanes)
34. The school find it more economical to operate its own laundry.

NOTE: It was noted that the facilities of the Missouri School were at present quite good: The educational program seemed spotty. The authorities at the School are apparently working toward up-grading all phases of their program.





APPENDIX III

FIRE MARSHALL'S REPORT, AUGUST 21, 1961

KENTUCKY SCHOOL FOR THE BLIND

Louisville, Kentucky



## APPENDIX III

DEPARTMENT OF PUBLIC SAFETY  
DIVISION OF FIRE PREVENTION  
New State Office Building  
Frankfort, Kentucky

August 21, 1961

Mr. John Hill  
c/o Dept. of Architecture  
University of Kentucky  
Reynolds Building  
Lexington, Kentucky

Re: Kentucky School  
for the Blind  
Louisville, Ky.

Dear Mr. Hill:

In compliance with your request, we made a detailed inspection of the captioned building from a life and fire hazard standpoint.

The Inspection report along with the attached plat show the location, the structural features and physical conditions of the building.

The Kentucky School for the Blind is located at 1867 Frankfort Avenue, Louisville, Kentucky and is owned and operated by the Commonwealth of Kentucky and provides educational facilities for blind persons between the ages of 6 and 18.

The oldest building on the ground is the Administration Building and is occupied as offices, classrooms, and living quarters for the staff and will be the only building considered in this report.

### ADMINISTRATION BUILDING

#### HISTORY

The main five-story section of this building was constructed 1855 and in 1898 the east and west wings were added to the building which are only four stories in height. There is a full basement under the entire structure. The east and west wings are identical making the building symmetrical about the center line.

#### CONSTRUCTION

This is a large four and five story building with full basement and spacious attic with a large frame metal clad dome over the five-story section with frame observation tower above and frame towers over each of the four-story sections.



The building is brick ordinary wood joisted construction and is in a fair state of preservation.

From visual observation structural stability of the building appears to be good, with the exception of the large dome and the towers which are questionable. The stairway on the east side of the main building between floors two and three shows signs of structural weakness.

The exterior walls are of solid brick construction, with stucco on the exterior of the five-story section, which is in good condition. The load bearing walls are solid brick construction and terminate at attic level and are in good condition. The entire building is sitting on native lime stone foundation walls and apparently is in good condition as there are no signs of sagging or cracking. A large portion of the interior separation walls are load bearing walls, however, a few are of wood stud construction.

The floors are of wood construction and the ceilings and side walls are of plaster over wood lath. The basement ceiling is approximately 10 feet high and is of open wood joisted construction with brick arches under the ceiling at various locations. There are no separation walls in the basement area other than the foundation walls that support the load bearing walls above.

The ceilings throughout the remainder of the building range in height from 10 feet to 14 feet and the classrooms doors are approximately 9½ feet high. There are two open stairways in the five-story section connecting the first and fifth floors and two open stairways in the east and west wings connecting the first and fourth floors. There are also two additional stairs in the main building, one on east side and one on the west side, connecting the first and second floors.

There are also numerous small masonry ventilation ducts that extend from various rooms on each floor and from the basement to the attic.

These conditions make the entire building one fire zone.

#### HAZARDS

Heat for this building is provided by steam, in safely arranged radiators, supplied from boilers in a detached boiler room. Gas fired hot water heater in the basement, is properly installed, but not enclosed.

Electric wiring is in rigid conduit and with few minor exceptions is properly installed. Two domestic type gas fired cook stoves used for instructional purposes are properly installed and present no serious hazard.





## PROTECTION

The School for the Blind is located within the city limits of the city of Louisville and is under the jurisdiction and protection of the well equipped Louisville Fire Department, the nearest station being located  $\frac{1}{4}$  mile away. There are no fire hydrants on the grounds, however, a number of city hydrants are available from surrounding streets.

The  $2\frac{1}{2}$  inch standpipes, which are an integral part of the fire escapes are of no value in their present condition.

First-aid fire protection is from an insufficient number of  $2\frac{1}{2}$  gallon soda acid type fire extinguishers.

There is no standard watchman service, however, fire drills are held periodically and the building is promptly evacuated upon the sounding of the alarm.

The entire building is equipped with automatic sprinklers, except for concealed spaces between brick arches in the basement and the combustible first floor above; several mop and broom closets; a supply room in the kitchen; and a small room on the first floor. Grinnell 1946 duraspeed heads are used and were installed by the Grinnell Company in 1948. Equipment conforms essentially to modern standards for light hazard occupancies. There is one six inch Grinnell model-2 1946 dry pipe valve, equipped with a Grinnell model A-5 1942 accelerator and one three inch Grinnell model A-1943 check valve.

There is a single source open circuit, fair day local manual fire alarm system with sending stations located on each floor, in the main building and on the fourth floor only in the east and west wings. Bells are located on all floors and are audible in all sections.

There is also, a municipal fire alarm box located in the corridor on the second and third floors.

## EXIT FACILITIES

There are two open stairways in the main building, one at each end, 46 inches in width, and extending from the first to the fifth floor. These stairs are accessible from the other sections, except on the fourth floor, where a locked store room prevents access to either stairway from the opposite section. The east and west wings each have 44 inch open stairways, from the first to the fourth floor and there are also two additional 44 inch open stairways located in the main building, extending from the first to the second floor.

Substandard spiral slide type fire escapes are located at the northeast and northwest end of the main building and are accessible from the hallway near the main stairway at all



floor levels. Bottom doors of these escapes are unlocked and the escapes are in bad state of repair. Door and window openings within 10 feet of these escapes are not protected. Because of the physical conditions these escapes are of little or no value and should be removed, to avoid a false sense of security.

Means of egress from the building on the first floor, at or close to grade level, are as follows: The main building has one adequate size wooden door leading from the stairways at each end of these sections, and one adequate size wooden door leading from a corridor opening under the concrete arch at the front of the building. East and west wings each have one adequate size door leading from the stairways to the outside, and these open against exit travel. The east and west exits from main building each have one adequate size wooden door leading from the stairways. The main entrance to the building is on the second floor with large doors opening to an outside concrete stairway to grade. The auditorium on the third floor seats 132 persons and a 30 inch aisle separates the seats. Three large wooden doors, opening against exit travel provided egress to the main corridor.

Exit lights and directional signs are not provided, and although this may be of little consequence to the blind students, it has a bearing on the efficiency with which sighted attendants may direct students to safety in the event of fire.

Exit facilities are adequate as to number and location; however, serious deficiencies in stairways, wall and floor openings would make them of questionable value in the event of a fire.

The Standards of Safety prohibit the use of ordinary wood joisted buildings for school purposes if they exceed two-stories in height. Unless this building were reduced to a two-story building it could not be remodeled to meet the Provisions of the Standards of Safety for a School for the Blind. If this building is to be used for other than school purposes the following recommendations should be complied with.

#### RECOMMENDATIONS

1. Extend the sprinkler system to cover several mop and broom closets.
2. The holes in the brick arches in the basement ceiling should be closed, or sprinkler protection provided in the concealed spaces between these arches and the combustible first floor.
3. Replace all pointed sprinkler heads to guarantee efficient operation of the system.
4. An approved automatic air maintenance device should be used in conjunction with the automatic air compressor for maintaining proper air pressure in the sprinkler system.
5. Have a competent structural engineer check the structural stability of the entire building, giving particular attention to the large dome and towers.





6. Six inches clearance should be provided to combustible material from hot plates, and 1/8 inch asbestos covered with sheet metal of not less than 28 gauge should be provided beneath these devices.
7. Repair broken plaster throughout the building.
8. Repair and continuously enclose with a minimum of one-hour fire resistant construction the open stairs and provide automatic fire doors of like rating for openings to these enclosures.
9. Protect the openings into the ventilating shafts from the various rooms with automatic fire dampers.
10. A standard pilot light should be provided on the electric pressing iron.
11. Make all exit doors swing in the direction of egress from the building.
12. Raze the two substandard spiral type sliding fire escapes and permanently close the doors, at all floor levels leading to these escapes.
13. Enclose the large open flame gas fired water heater in the basement in a room with a minimum of one-hour fire resistant construction and protect opening to this room, with a door of like rating.
14. Provide the necessary amount of first-aid fire appliances to adequately cover the building.
15. Replace missing electrical junction box and outlet covers throughout building.
16. It is strongly recommended that the building be separated into three separate fire zones at each floor level, by erecting one-hour fire resistant partitions with automatic fire doors of like rating at points where the east and west wings connect the main building.
17. Provide approved type pilot lights for all electric irons.

If this office can be of further service, please do not hesitate to call upon us.

Very truly yours,

H. L. Foster  
Director

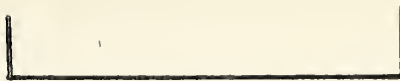
by: F. L. Faulconer  
Acting Engineer

HLF/FLF/bms

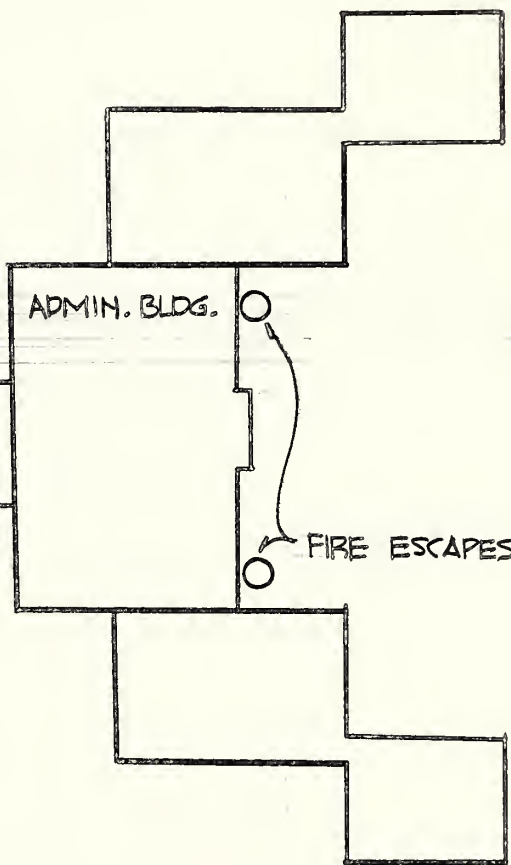
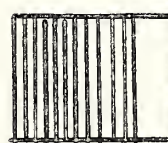
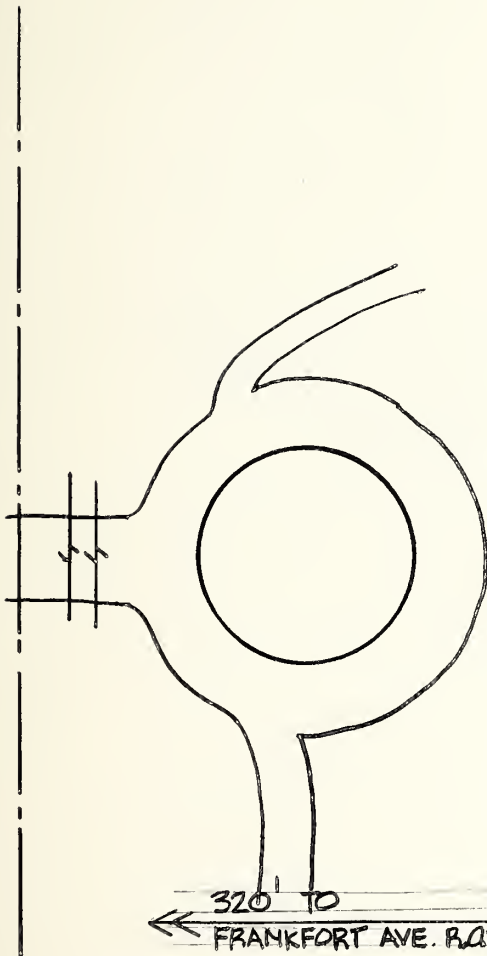
cc: Commissioner Lovern







HUNTOON DORM.



GREGORY GYM.

MERWIN HALL



ALLEN DORM.



HALDEMAN AVE. R.O.W.



APPENDIX IV

REPORT OF THE SUBCOMMITTEE ASSIGNED TO SURVEY THE PREVALENCE  
AND DISTRIBUTION OF BLIND CHILDREN IN KENTUCKY



February 16, 1961

TO: Members of the Advisory Committee for the Kentucky School for the Blind.

FROM: Subcommittee Assigned to Survey the Prevalence and Distribution of Blind Children in Kentucky -(James L. Patton and Robert Straus, assisted by Miss Doris A. Perry, Acting Director, Division of Special Education.)

As one approach to the study of future program direction for the School for the Blind, your subcommittee was asked to undertake a survey of the prevalence of the problem of blindness among children in Kentucky as it can be measured today.

A questionnaire was designed for circulation to the school superintendents of all 211 school districts in Kentucky. This questionnaire was distributed on January 16, 1961, with a letter from Superintendent of Public Instruction, Wendell P. Butler, stressing the importance of this survey and asking each superintendent to provide accurate information. Also accompanying the questionnaire was a memorandum of instructions in which respondents were asked to include all blind or partially blind children according to the following criteria:

"Those children between the ages of 3 and 18 years whose visual problem is so severe that the child must pursue his education through the use of Braille, audio aids and special equipment, or if his vision is such that it is not safe for him to be educated in the regular class or in a class for the partially seeing. (The general classification of blindness is a Snellen reading of 20/200 or less in the better eye after correction.)"

(Parenthetically, it should be mentioned that the survey also attempted to solicit comparable information on deaf or partially deaf children.)

Copies of the letter, instructions and questionnaire are attached.

By February 1, 127 replies had been received and a follow-up letter was sent to those districts which had not been heard from. By February 10 a total of 175 replies had been received. This report includes an analysis of all data received through February 10.

Out of the 211 districts surveyed, 36 districts (17%) did not reply, 92 districts (44%) reported that they had no blind or partially blind children, and 83 districts (39%) reported one or more blind children. These 83 districts, which were well distributed geographically throughout the State, reported a total of 283 different children as fitting the survey's definition.





In an effort to arrive at a method for projecting the data reported by 83 districts to an estimate which might reasonably reflect the prevalence of blindness in the other districts of the State, use was made of a formula developed in 1955 by L. M. Dunn, W. C. Geer, and W. L. Godwin for the Souther Regional Education Board (in Teachers for the South's Handicapped Children, a Report Prepared for the Commission on Training of Teachers of Handicapped Children, SREB, Atlanta, 1955). Following a survey of the literature and estimates provided by a number of consultants, the authors of this report used 0.033% of school-age children as a basis for estimating the prevalence of blind children and 0.2% as a basis for estimating the prevalence of partial seeing children. Neither of these estimates is totally blind and that segment of the partially seeing whose problem is most severe. However, it is pertinent to consider that expectations for Kentucky might be according to the SREB estimation formulas:

#### EXPECTANCIES ACCORDING TO SREB FORMULA

Kentucky	Totally Blind	Parially Seeing
32 districts not reporting	56	337
92 districts reporting "none"	51	308
83 districts reporting some	<u>138</u>	<u>834</u>
Total	245	1,479

It is significant that the 83 districts which reported one or more children with a degree of blindness fitting the operational definition of the Kentucky survey reported a total of 283 children compared with an expectancy for these counties according to the SREB formula of 138 totally blind children and 834 partially seeing. Since the Kentucky Survey's definition covers only that portion of the partially blind whose problems are most severe, the data reported by these 83 districts bear a reasonable relationship to the SREB findings and provide a basis for a conservative projection to the other districts of the State.

The 283 children reported represented 00.68% of the school census of the 83 reporting districts. Applying 0.68% of the school census of the 36 districts not reporting, we find a Kentucky expectation of 115 and applying this formula to the 92 districts who reported "none", we find an expectation of 105. Adding these figures to the 283, we arrive at a total Kentucky expectation of 503 children.

While surveys of this kind have very great limitations and depend on the judgment and cooperation of a large number of people whose ability to report accurately will vary tremendously, it does appear reasonable to assume that there are in the State of Kentucky perhaps between 400 and 600 children between the ages of 3 and 18 whose visual problems make it difficult or impossible for them to receive education in a regular class or in a class for the partially seeing. It is of course



important to stress that these estimates are suggestive rather than definitive.

### Current School Status

The 283 children reported were classified as follows according to their current school status:

	Number	Percent
Pre school	12	4
Private school	6	2
Public school	126	45
Parochial school	17	6
State school	41	15
No school enrollment	72	25
No information	9	3
Total	283	100

### Methodological Note

In an effort to ascertain the effectiveness of follow-up and personal visits in a survey of this kind, three groups of ten districts each were selected for a special procedure.

A. Ten districts were identified by the State Department of Education as having provided good quality reporting in past surveys. A few days after the questionnaire was mailed out, Mr. Patton telegraphed the superintendents of each of these districts and made an extra request for attention to the survey. These ten districts reported a total of 41 children compared with an SREB expectancy of 16.4 and a Kentucky expectancy (based on this survey) of 33.8.

B. Ten districts which were identified as having a relatively poor record of reporting in similar surveys were also contacted by Mr. Patton a few days after the questionnaire was mailed. These ten districts reported two children compared with an SREB expectancy of 6 and a Kentucky expectancy of 12.

C. Ten districts were visited by personnel from the Division of Special Education and the survey was discussed in the context of this visit. These ten districts reported 10 children compared with an SREB expectancy of 11 and a Kentucky expectancy of 22.

On the basis of this methodological experiment, it would appear that a district's prior record of handling surveys was more a significant factor in determining the probability of response to this survey than the stimulus which may have come from a telegram or a personal visit.

Special thanks are due Miss Doris A. Perry and her staff of the Division of Special Education. State Department of Education and Mrs. Marilyn Lose of the Department of Behavioral Science, University of Kentucky Medical Center for their valuable contributions to the collection and analysis of these data.





COMMONWEALTH OF KENTUCKY  
DEPARTMENT OF EDUCATION  
Frankfort

January 16, 1961

Dear Superintendent:

In keeping with our efforts to improve the learning opportunities for all the school children of Kentucky, we are looking very carefully at the current program at the Kentucky School for the Blind at Louisville and the Kentucky School for the Deaf at Danville.

In order for us to make sound decisions concerning the present and future programs at these two State Schools, we need an accurate picture of the number of deaf and blind children in Kentucky. We are asking for your wholehearted support in this project and know that you will rise to the occasion as you have always done in the past when we have called on you.

Attached to this letter you will find a special census form for deaf and blind children. We hope you will make every effort to give us complete and accurate information about every deaf and blind child between the ages of three (3) and eighteen (18) years in your school district. We need this information as soon as possible and we know we can count on you and your staff to provide us with this very vital information.

If you should encounter any problems with this matter, we hope you will not hesitate to call upon our staff members for assistance.

Very truly yours,

Wendell P. Butler  
Superintendent of Public Instruction

Enclosures as stated





M E M O R A N D U M

TO: All School Superintendents

From: Doris A. Perry, Acting Director  
Division of Special Education

RE: Instructions for Completing CENSUS OF DEAF AND BLIND  
STUDENTS IN KENTUCKY PUBLIC SCHOOLS

DATE: January 16, 1961

-- -- -- -- --  
Listed below are instructions for completing the enclosed forms. "Census of Deaf and Blind Students in Kentucky." We are asking that you include in this Census the names of all deaf or blind children in your district, using the following generally-accepted definitions as the criteria for classification:

Deaf or Partially Deaf - Children between the ages of 3 and 18 years whose hearing loss is so severe that they are unable to comprehend and learn speech and language even though hearing aids may be helpful to some of them. (These children generally have a hearing loss of 70 decibels or more in both ears.)

Blind or Partially Blind - Those children between the ages of 3 and 18 years whose visual problem is so severe that the child must pursue his education through the use of Braille, audio aids and special equipment, or if his vision is such that it is not safe for him to be educated in the regular class or in a class for the partially seeing. (The general classification of blindness is a Snellen reading of 20/200 or less in the better eye after correction.)

1. List the full name of each child, his race, date of birth and address.
2. Check whether he is "Deaf" or "Blind"
3. If the child is between the ages of 3 and 6, check his educational placement as "Pre-School."
4. If the child is enrolled in school, put his grade level in the appropriate column (i.e., Private School, Public School, Parochial School, State School).
5. If the child is not enrolled in school, please indicate this in the appropriate column.
6. Indicate in the last two columns whether or not each child listed has been referred to one of the State Schools (Kentucky School for the Deaf or Kentucky School for the Blind)



7. When the forms have been completed, they should be signed by the Superintendent and returned to the Division of Special Education, State Department of Education, Frankfort, Kentucky, immediately.



# KENTUCKY SCHOOL FOR THE BLIND

## ENROLLMENT BY COUNTIES - 1951-1961

COUNTY	60-61	59-60	58-59	57-58	56-57	55-56	54-55	53-54	52-53	51-52
Adair	1	1	1	1	1	2	1			
Allen	2	2	2	2	2	2	2	1		
Anderson					1					
Ballard					1	1	2	2		
Barren	1	1	1	1	1	1	1	1		1
Bell	2		3	2	1	3	3	3	5	4
Boone	1	1						1		
Bourbon						1	1			
Boyd	5	5	5	5	3	4	2	2	2	2
Boyle	1	1	1					1	1	2
Breathitt		1	3	1	1	1	1	1	1	1
Breckinridge	1	1	1	1	1	2	2	2	2	2
Bullitt	3	2	2	1	1					
Calloway									2	2
Campbell	1	1	3	2	3	4	4	4	3	1
Carroll	3	3	1	1					1	1
Carter	3	3	2	2	2	1	2	1	1	
Casey	1	1	1	1	2	2	1			
Christian	1	4	3	2	1	1	3	2	2	2
Clay	1	1	1	1	3	3	2	4	2	3
Daviess	3	3	4	2	2	1		1		1
Edmonson									1	1
Elliott	3	3	2							
Estill	2	3	3	3						1
Fayette	4	3	4	2	2	5	3	4	5	8
Fleming	1	1							1	
Floyd	2	1	1	1	4	1	2	2	1	2
Franklin	1	1			1	1	4	4	5	5
Garrard									1	1
Grant							1			
Graves										1
Grayson			2	1	1					1
Hancock		1								1
Hardin	4	4	2	1	1	1	2			
Harlan	2	3	3	4	5	4	4	4	5	4
Harrison	1	2	2							1
Henderson		1		1	1	2	2	2	2	2
Henry									1	
Hopkins	1					3	3	3	4	6
Jackson										1
Jefferson	55	46	48	43	40	37	32	27	28	25
Jessamine			1							
Johnson				1	1	1	1	1	1	1
Kenton	7	5	3	5	10	19	6	5	4	4
Knott	1	1			2	3	2	4	2	
Knox	1	1	2	3	3	3	3	4	4	1
Larue	1	1								
Laurel	1	2	1	1	3	1	2	2	5	5
Lee	1									1
Leslie		1	1							
Letcher	4	5	6	6	6	4	4	4	4	6
Lewis		3				1			1	





ENROLLMENT BY COUNTIES - 1951-1961 CONTINUED

COUNTY	<u>60-61</u>	<u>59-60</u>	<u>58-59</u>	<u>57-58</u>	<u>56-57</u>	<u>55-56</u>	<u>54-55</u>	<u>53-54</u>	<u>52-53</u>	<u>51-52</u>
Lincoln	1	1	1	1	2	2	1	2	2	2
Logan		2	2	1	1	1	1	1	1	4
McCracken			1	2	1	1	1	2	1	4
McCreary						1	1	1	1	2
Magoffin	1	2	3	4	3	3	3	2	2	1
Marion	1	1	2	1					1	
Marshall	1	1	1					1		
Martin	1	1	1	1	2	2	2	2	2	2
Mason	1	1								
Meade	1	1	1	1	1	1	1			
Montgomery	3	2	2	1	2				1	1
Monroe	1									
Morgan	1	1	1	1	1	1	1			1
Muhlenberg	1	1	2	1	1					1
Nelson						1	1	1	1	
Nicholas								1		1
Oldham			1	1						
Pendleton	1	1	2							
Perry	2	1	2	1	1	2	3	2	3	3
Pike	1	1			2	2	4	2	4	6
Pulaski					2	2	2	2	3	4
Rockcastle	2	2	2	2	2	2	2	2		
Rowan						1				
Russell	1								1	
Scott	1	1	1	1	2	2	2	2		1
Shelby					3	1				1
Simpson	1							1	1	1
Taylor	1	1								
Todd			2	1	1	1	1	1	1	1
Union	1	1	1	2	2	2	2	2	2	3
Warren		1			1	1	1	1	1	1
Washington		1	1	2	2	2	2	2	3	4
Wayne					1	1	1	1	2	
Webster			1	1	1		1	1	2	2
Whitley	5	6	4	4	7	6	5	4	4	4
Wolfe	1	1								
Woodford	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	—	—	—	—	—
Total										
Enrollment	154	151	150	117	148	143	136	128	136	150
Number of Counties	57	59	53	48	53	52	50	49	51	54



## APPENDIX V

COMPARISON OF ANNUAL PER-PUPIL COSTS FOR EDUCATION OF BLIND  
CHILDREN IN RESIDENTIAL SCHOOLS FOR THE BLIND AND IN PUBLIC  
SCHOOLS FOR THE SEEING (1959-1960)



COMPARISON OF ANNUAL PER-PUPIL COSTS FOR EDUCATION OF BLIND CHILDREN IN RESIDENTIAL SCHOOLS FOR THE BLIND AND IN PUBLIC SCHOOLS FOR THE SEEING (1959-1960)

(Based on survey made by American Printing House for the Blind January-April 1961 from information furnished by schools for blind and state departments of education.)

Resident Schools		Public Schools
Actual	Less 40% for	of same state as residen-
Total	Board & Lodging	tial schools
\$3,581	\$2,149	\$1,225
3,511	2,107	1,499
3,236	2,942	Not reported
3,159	1,895	730
3,086	1,852	1,480
3,059	1,835	820
3,000	1,800	Not reported
2,885	1,731	623
2,781	1,669	737 (Range \$515-1,152)
2,627	1,576	Not reported
2,573	1,544	800
2,500	1,500	1,480
2,440	1,464	1,260
2,299	1,379	737 (Range \$515-1,152)
2,221	1,333	Not reported
2,220	1,332	763
2,175	1,305	Not reported
2,100	1,260	400
2,074	1,244	992 (Range \$677-1,258)
2,047	1,228	894
2,000	1,200	1,200
2,000	1,200	697
1,985	1,191	510
1,958	1,175	772
1,958	1,175	Not reported
1,870	1,122	Not reported
1,843 (KY)	1,106	Not reported
1,785	1,071	750
1,763	1,061	Not reported
1,749	1,049	Not reported
1,730	1,038	360
1,657	994	Not reported
1,650	990	961
1,600	960	743
1,522	913	1,480
1,478	887	500
1,410	846	900
1,314	788	Not reported
1,275	765	Not reported
Not reported	-----	1,475
Not reported	-----	349 (Range \$33-742)
Not reported	-----	609
No res. school	----	523
No res. school	----	1,153
No res. school	----	1,000
No res. school	----	651





SUMMARY:

Total Number Residential Schools Reporting	39
Average Actual Total Per-pupil costs	\$2,208.00
Average Actual Total Per-pupil Costs	
less 40% for Board-Lodging	1,325.00
Median Average Per-pupil Costs, less 40%	1,228.00
-----	
Total Number State Departments Reporting	30
Average Actual Total Per-pupil Costs	\$844.00
Median Average Per-pupil Costs	\$776.50



APPENDIX VI

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

CERTIFICATION REQUIREMENTS FOR TEACHERS



AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND  
CERTIFICATION REQUIREMENTS FOR TEACHERS

CLASS A

Teachers would be eligible for Class A Certificate who have presented to the Committee on Teacher Certification evidence of the following:

1. A valid teacher's certificate in the assigned teaching field registered in the state where teaching is performed.
2. A Bachelor's Degree from an accredited college or university.
- \*3. A course in reading and writing Braille or a proficiency test in reading and writing Braille.

CLASS AA

Teachers would be eligible for Class AA Certificate who have presented to the Committee on Teacher Certification evidence of the following:

1. Completion of requirements for the new Class A Certificate.
- \*2. A course in the structure and function of the eye, and completion of a minimum of 10 semester hours in special preparation for teaching the visually handicapped to be selected from at least three of the following areas:
  - a. Introduction to Exceptional Children
  - b. Nature and Needs of Children who are Blind or partially seeing.
  - c. Psychology of the Blind or partially seeing.
  - d. The teaching of Braille
  - e. Advanced Braille
  - f. Remedial Reading
  - g. Methods, Curriculum Adaptations or Program Adjustment.
  - h. Mental Hygiene or Mental Health.
3. Three years of School experience in teaching blind or partially seeing children, or three semester hours in student teaching of blind or partially seeing children arranged by an accredited college.

CLASS AAA

Teachers would be eligible for Class AAA Certificate who have presented to the Committee on Teacher Certification evidence of the following:

1. Completion of requirements for Class AA Certificate.
2. A Master's Degree from an accredited college or university.
3. Completion of 21 semester hours in the education of visually handicapped children, including a course in methods, curriculum adaptations or program adjustment, and selections from any of the following courses:
  - a. Psychology of Exceptional Children
  - b. Nature and Needs of Children who are blind or partially seeing.
  - c. Psychology of the Blind or partially seeing





- d. The teaching of Braille
  - e. Advanced Problems in Educating Handicapped Children.
  - f. Social and Vocational Aspects of limited vision.
  - g. Mobility, Orientation, and Travel.
  - h. Advanced Braille
  - i. Education of the Multiple Handicapped.
  - j. Education of the Mentally Retarded
  - k. Mental Hygiene or Mental Health
  - l. The Emotionally Disturbed.
4. A research project in the field of the education of the blind approved by a committee of the AAIB on Research, or by a faculty advisor of an accredited college or University.
- \*(a) Requirement for Teachers of Children who use Braille.
- \*(b) Three quarter hours will be equivalent to two semester hours.



K

[illegible]

